

THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

VOL. XXXIV.—NO. 12.
S. L. KELLOGG & CO., 25 Clinton Pl. (8th St.), N. Y.

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ESTABLISHED 1870.

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New York, October 8, 1887.

CONTENTS.

EDITORIAL.

Memorial Days—The Law of Influence—A good use for Surplus Wealth—Supt. Henry F. Harrington.....	191
Courses of Study; Course of Study, Manual Training School, St. Louis, Mo.	192

PERSONALS.....

Primary Education; Memorial Days; Philosophy of Teaching. I—Geography.....	193
--	-----

EDITORIAL NOTES.

THE SCHOOL-ROOM.

Twelve We kn' W'rk in Botany. By Myra B. Martin; Lessons Out of Doors; Transcript of Reading Lesson for Beginners.....	194
Different ways in which Plants may be Propagated. By Anna Johnson; Thaddeus Kosciusko. By Miss Grace Jones; Advanced Spelling.....	195
Fouculty—Culture by Drawing. By Frank Aborn.....	196
For the History Class; History—Second Grade. By Miss Annie L. Willis; Paper Cutting.	197
Things of To-Day; Fact and Rumor.....	198

EDUCATIONAL NOTES.....

New York City Correspondence; Notes from our Western Office. W. W. Knowles, Manager; Letters.	199
--	-----

BOOK DEPARTMENT.

New Books; Literary Notes; Books Received; Catalogues and Pamphlets Received; Magazines.....	200
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The SCHOOL JOURNAL is sent regularly to its subscribers until a definite order to discontinue is received, and all arrears are paid in full.

ON another page will be found a selection of memorial days. Among these are three that ought to be of prime interest to teachers, June 13, Thomas Arnold—April 21, Friedrich Froebel—Jan 12, John Henry Pestalozzi. We think the teachers should not let these pass without due attention. On these dates let the teachers of a town or county assemble and listen to an appropriate address; let there be good music. Let the people be invited in. Exound the truths these men expounded. Teachers, magnify the great teachers; magnify the educator.

AT the opening of the new club-house for railroad men in this city, on Monday evening of this week, Bishop Potter proposed three cheers and a tiger for Mr. Vanderbilt, the donor. He created a sensation, but the audience responded with hearty good will. This building is admirably furnished as a home, with gymnasium, bath-rooms, reading-rooms, library, smoking-rooms, lecture-hall, and sleeping-rooms, all furnished by a generous hand, and it is now open as a club-house, under the management of the Young Men's Christian Association of this city. This benevolence is a monument to the enlightened enterprise of one man in this great

city. In his address at the house-warming, President Depew stated that he belonged to five of the best appointed club-houses, but he knew of none so well appointed as this. "It has cost more to the square foot than any other in this city," he said; but he added another sentence that expresses the greatness of this enterprise: "A building like this is a great stride in bringing employés up to the level on which both employer and employé walk together, and both walk toward each other." This is a grand statement of the great object of all the humanizing and elevating influences at work to-day. Churches and schools clasp hands in lifting humanity up to higher levels. History and arithmetic have no place in public schools, except as *uplifting forces*. If a young man learns all that can be learned in all the schools of the world and is not made larger, kinder, more human, and more god-like by what he has learned, *he has learned nothing as he ought!* A railroad has no excuse to live as a mere commercial enterprise. It is bound to make its employés better. The officers of a railroad must make their humanizing touch felt in all departments of their work. In view of this fact, President Depew said, "Cornelius Vanderbilt was the first man who recognized the possibilities of development in this direction. He took stock in this idea, and the fruit of his faith is shown in this building, the flower of ten years of work. Here surplus wealth is moving on the highest plane, and the example will reach out to other roads. The Pennsylvania, the Baltimore and Ohio, and the rest cannot stand still while the Central has this building in New York; and in ten years in every railroad center will stand a building worthy of the purposes of this association, worthy of the giver of so noble a gift as this." When all our men of wealth and influence shall work with the object of making the world better by their gifts and influence, the golden age of Virgil, and the millennium of the Bible, will not be very far away.

RE good BOYS DISEASED? is a question discussed in the October number of *Popular Science Monthly*. It is argued that since our ancestors were cruel, "how can we expect our boys to be anything but cruel." The author gives the following blood-curdling composition by a pupil in a public school.

"Not long ago, when one of the boys went up to bed, he was standing close to the window, undressing himself, and a little bird came fluttering around the window on the outside. At first we thought it was a bat, but after a while we came to the conclusion that it was a little bird. Then we opened the window and let it in. It seemed to be crippled or very cold, and it could not fly very well, although it would keep out of our reach. We tried to catch it by running after it, but we soon got tired of that, and we began to throw our hats at it. Sometimes we would strike it with a hat, but that didn't do much good, until the bird was tired of flying, and it got under a bed, and we caught it. Then we went up the hall, and wrung its head off. After we had wrung its head off, we got the wings, and threw the rest of the bird out of the window. J. F. T."

This writer thinks that this is a fair sample of the mental and moral condition of most of the average boys now growing up in this country. It is too bad to be heaping up accusations between us and our ancestors, behind which we can hide our cowardly heads when we are accused of crime. It is very convenient to keep on repeating with the old Puritans,

"In Adam's fall,

We sinned all,"

when we do wrong, but it doesn't at all palliate our sin. We shall be held responsible, nevertheless, for what we have done. If sin is a sickness, and our children have the disease, it has been caught since they were born. They may have inherited a *tendency* to sin, but no actual transgression is ever

committed unless under the influence of either precept or example. Our children have inherited a liability to take scarlet fever and the mumps, but a man would be considered insane who would argue that his children had caught either of these diseases from their great grandfather, who had died a quarter of a century before they were born. A tendency is one thing, but the real, tangible thing is quite another.

Several years ago two boys were seen tormenting a cat. Having twisted a cord around its neck, they were in great delight, exclaiming, "See how its eyes stick out!" Was it inherited disease? Not at all, but example and nothing else. Their father was a professor of zoology, and had been seen by them frequently putting live snakes in alcohol, and pinning struggling bugs to boxes. This boy who wrote this composition had probably been hunting and fishing with his father, and had seen a lots of cruelty practiced; or he had helped to kill chickens, and was only exercising as he had been taught. His ancestors had long been where such barbarities are not known, and it is too bad to lay his sins to their account. We are liable to run this law of heredity into the ground, in our haste to excuse the sins of our children. We—parents, teachers, people—are responsible for what our children do. We know some of our readers will object to this, but we cannot help it. These opinions are ours, and we think they ought to be others', too.

A good old preacher used to say that he wouldn't give a fig for family religion that didn't make the cat happier. A Christian, who is a Christian, has a good dog, if he has a dog at all, has good children if he has children, has good neighbors if he has any one near him, and if he is a teacher he has good pupils. Why? Because he is a good man himself, and he makes others good who stay long enough within the sphere of his influence to catch his spirit. The law of influence should be studied, but more, its power must be recognized. Our saloons are ruining our boys, even though they do not enter them. They are standing influences of the devil for destruction—licensed dens of iniquity for damnation. We, teachers, teach ourselves with ten-fold more power than we teach our books. Our pupils read us "just like a book." We shall do better work when we stop laying so much sin at the door of our ancestors, and more at the door of ourselves.

BY the death of Supt. HENRY F. HARRINGTON, of New Bedford, Mass., the educational world has lost a clear-headed thinker, a successful teacher, a vigorous writer, and a warm-hearted, earnest man. His reports are full of live thoughts; in fact, we know of no educational writings that would be read with greater interest, could they be brought before the world. A friend, writing in *The Academy*, speaks of him as follows: "Did it comport with this notice, we should like to reveal the beautiful and heroic self-sacrifice of Mr. Harrington's private life, as impressive and touching as his public career was useful and eminent; the abounding humor of his conversation in the circle of his intimates; the love and reverence which his personal friends cherished for him; and his own enjoyment of the society of a group of companions, to reach whom, in their Friday evening relaxation, he would, to the end of his life, as often as his official duties permitted, make a long journey, there to render all about him happy by his emphatic demonstrations of pleasure in meeting his comrades again." When such a man as this dies, the world has a right to mourn, and we wish on this first page to record our tribute, along with thousands of others, to the unselfish, genial, devoted life of our brother, whose face shall be seen among the living no more, yet who though dead, yet speaks, and shall speak for many days to come.

COURSES OF STUDY.

Courses of study are just now exciting much attention. This is common sense. *A poor course of study is a crime against childhood*, for it robs it of what it ought to have. Thousands of young men and women have been twisted all out of plumb because they have been required to study what not only did not discipline the mind, but created habits of thought that were positive obstacles in the way of future progress. This is a fact. Somebody says, "Prove it." "Point out the defects." Now it is impossible to enter into an extended criticism of any considerable number of courses of study in this paper, but in general they are faulty in the following particulars:

1. They require the training of the memory to the neglect of the other powers.
2. They give too much time to mathematics.
3. They often require five years' study of Latin or Greek, neglecting a scientific study of English, and either German or French.
4. They are too inflexible, admitting no change to suit certain personal peculiarities and stages of mind development.
5. They are too crowded, thus requiring teachers to cram in order to get through them in the required time.
6. They omit the practical study of the things of to-day—the steam engine, the telegraph, the telephone, the electric light, the railroad, steamboats, electrotyping, printing, and other arts, as common as the daily paper, and as full of discipline in their study as an egg is of meat.

But somebody says, "Would you omit grammar, algebra, geometry, and rhetoric?" Certainly, if their study crowds out the consideration of the things that take hold of the questions of to-day. It is a burning shame that tens of thousands of advanced pupils can not explain the following topics:

What makes the piston of a steam engine move backward and forward? Draw a diagram and explain. Explain the working of the telephone.

Explain a dynamo, and illustrate its working by means of a simple magnet.

What is the incandescent electric lamp. Explain its construction.

Show the principle underlying the magnetic telegraph.

Where does soot come from when a lamp smokes?

These are but a few of many other points that may be easily understood by pupils able to study algebra. In this connection we call attention to the course of study given below, not because we consider it perfect, but because it is far in advance of what is attempted in most high schools.

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English composition and literature. History. Elementary political economy.

French may be taken in place of English and history, or in place of science study.

Physiology. Elements of chemistry. Students who have taken Latin will take history in place of physiology and chemistry.

Book-keeping.

Drawing, brush-shading, shadows, geometrical and architectural.

Work in the machine shop. Bench work and fitting, turning, drilling, planing, screw-cutting, etc. Study of the steam engine.

A CAREFULLY selected list of books for public school libraries for the state of Wisconsin, has been prepared by State Superintendent J. B. Thayer. Four lists are given; the first for pupils in the second reader, the second for pupils in the third reader, the third for fourth reader pupils, and the fourth for pupils in the high school.

THERE was a difficulty among the singers; and, it being rumored as a settled fact that the choir would not sing a note on the next Sabbath, the minister commenced morning worship by giving out that hymn of Watts, "Come, ye who love the Lord." After reading it through, he looked up very emphatically at the choir, and said, "You will begin at the second verse":

"Let those refuse to sing
Who never knew our God."

They sang that hymn.

This reminds us of what happened at one of our large female colleges.

The young ladies had gotten into the bad habit of being late to chapel, and causing delay to the president, who stood waiting to give out the hymn. They had been spoken to a number of times, and once more forcibly than ever, so they determined to make a very prompt entrance the next day. Their plan reached the ears of the faculty, and when the place was filled in two and a fraction minutes, the president, whom they had hoped to anticipate, was there before them. Promptly the hymn was given out:

"Early, my God, I seek Thy face,"

but the president could not conceal a slight twinkle in the eye, and a ripple of amusement went over the whole company.

THOSE who want more "practical" journals should subscribe for the *London Practical Teacher*. It is full of the most minute, text-book details. For example, in the September number, answers and hints to solutions in trigonometry occupy four pages, answers to arithmetical exercises, and a treatise on discount, nearly four pages; a translation of "Christopher Columbus," by Lamartine, two and a half pages; more translation from the French, two and a half; answers to matriculation questions, given last June, seventeen pages; quarterly arithmetical tests, two pages; a technical analysis of a part of Shakespeare's "Hamlet," two pages; answers to technical questions, three pages.

DURING his fall and winter visits a school commissioner in New Jersey made inquiries with reference to educational journals. The following is a summary: Two teachers subscribe for five publications; four for four; six for three; twenty for two; fifty-one for one; forty-three for none.

A SPEAKER at one of the educational gatherings in England thus declaims against history. He says:

"I give it as my opinion that the teaching of history to boys and girls at school is most pernicious. Why should their young minds be imbued and corrupted by the accounts of battles, massacres, and treacherous assassinations, perpetrated by kings, nobles, clergy, highland chiefs, and border ruffians? Nay, more, why should the minds of children be formed into almanacs to chronicle with accuracy the dates of these atrocities."

In a recent address of Sir Lyon Playfair, President of the British Association, relating to questions of scientific and industrial training and their effects on national life and national prosperity and progress, occurs the following passage which is full of most important truth. He says that:

"In the school a boy should be aided to discover the class of knowledge that is best suited for his mental capacities, so that in the upper forms of the school and in the university, knowledge may be specialized, in order to cultivate the powers of the man to their fullest extent. Shakespeare's educational formula may not be altogether true, but it contains a broad basis of truth:—

"No profit goes where is no pleasure ta'en;

In brief, sir, study what you most affect."

In this quotation the truth we have often urged in these pages is clearly expressed, viz.: that there should be adaptation of training to each pupil's needs and peculiarities in our schools.

CHARLES DUDLEY WARNER's address before the alumni of Cazenovia Seminary, was a marked feature on a recent occasion, not only on account of his world-wide reputation as a brilliant author, but from the fact that in 1842 he, with his mother and younger brother, came to Cazenovia, where is grandfather and uncle resided. Mrs. Warner's home was opposite the Presbyterian Church, in what is known as the Tyler Cross house, and her sons made a very decided impression at that time. Charles graduated from Cazenovia Seminary at the age of sixteen and went to Hamilton College, receiving his degree in '51. Among those who were impressed by his peculiar physiognomy and magnetic manner was that superior instructor, the late Mary A. Dawson, who used laughingly to tell of walking with the boy Charley Warner one evening when the sky was blazoned with northern lights. She, thinking of a little orphan girl who had recently returned to her home in a northern town and who had been his favorite in the seminary, called his attention to the display in a way to embarrass him; but with characteristic coolness he replied, "Oh, yes, I see; and don't I know who lights them?"

It is reported that Mr. Bancroft, has been riding a great deal at Newport this season, and in spite of his eighty-seven years sits firmly and securely in the saddle. He wears a soft cap of black silk, shaped like a yachting cap, and his white hair gleams like silver beneath it. The venerable historian still accomplishes a certain amount of literary work every day.

THE first annual excursion given to pupils of the Lawrence public school, took place Sept. 28. The party visited Central Park, this city, and the museum of Art and Natural History there. Tickets, etc., in connection with this excursion were provided by the principal, B. J. Tice, pupils and guests being at no expense whatever.

THE list of things advocated by the Central Labor Union, as recently adopted, includes the following items:

Eight hours constitute a day's work. Prohibition of child labor in all occupations. Prohibition of female labor in occupations detrimental to health or morality. Equal pay to both sexes for equal work. Payment of wages weekly in lawful money, and no more "truck" pay. First lien for workmen's wages. The enactment of juster laws for the liability of employers to employees. Abolition of the contract system in prisons and on public works. Sweeping reform of the tenement-house system. Abolition of tenement-house cigar-making and of all other tenement-house manufacturing. Sanitary inspection of mines, factories, dwellings and all conditions of labor. Rigid enforcement of the law prohibiting the importation of foreign labor under contract. Rigid enforcement of all existing beneficial labor laws. Equal adult citizenship and suffrage, without regard to sex. Repeal of all blue laws. Repeal of all conspiracy laws, tramp laws, and all class legislation and privileges. No Pinkertons; no armed bandits in the pay of capital.

If now they will add one more, viz.: *No liquor and no saloons*, they will enact a clause worth a hundred times as much as all the rest.

PROF. NEWTON of Yale, says that the freshman class this year will number over two hundred, and be the largest on record. The Scientific School will have one hundred students in the new class.

DURING the constitutional centennial week, the upper grades in the Erie schools, had special exercises concerning the formation of the constitution; and at the Teachers' Institute of Sept. 17, the chief topic was the history of the constitution. Special and able addresses were made by Profs. Burns and Missimer.

PERSONALS.

DR. GEORGE E. REED, of New Haven, lately of Brooklyn, is said to be "booked" for either a Methodist Episcopal bishopric or the presidency of Wesleyan University, and that in the immediate future. He would adorn either position.

JAMES MARK BALDWIN, A. M., Ph. D., at present assistant professor of modern languages in the college here, has accepted a call to the chair of metaphysics at the Lake Forest University. Professor Baldwin has won some distinction by his translations of foreign metaphysical treatises, and also by original work. He was graduated from Princeton in 1884.

PROFESSOR STEVENSON, of the University of the City of New York, has been chosen foreign member of the Imperial Society of Naturalists at Moscow and corresponding member of the Royal Academy of Sciences of Padua and of the Tuscany Society of Natural History.

BISHOP W. H. HILLERY, of the African Methodist Church of Tennessee, is in San Francisco, engaged in raising funds for the education of the colored people of the South.

GENERAL JOHN BIDWELL, recently gave eight acres of his great ranch at Chico, Butte County, as a site for the new Normal School for Northern California. He arrived in California long before the discovery of gold. He traveled all over the Spanish territory of California in order to survey grants of land, and in this way became familiar with the rich Rancho Chico, in the upper Sacramento Valley, and when the American occupation took place, and many of the Spanish families returned to Mexico, he bought this domain of 30,000 acres for the trifling sum of \$3,000. It is now estimated to be worth more than a million, and the revenue from it is \$100,000 a year. Since General Bidwell's second marriage his wife has induced him to root out all his wine grapes and replace them with raisin grapes.

PROF. WILLIAM H. WOOLERY, who has been elected president of Hiram College, is a Kentuckian, thirty-five years old, and has been engaged as a teacher in New York, Pennsylvania, and West Virginia.

THE will of the widow of Richard Bond, of Boston, gives \$28,000 to Dartmouth College.

PRIMARY EDUCATION.

The post of difficulty, for the teacher, is the primary school. In this respect a great change has taken place in the public mind. Governor Foote, of Vermont, used to tell conventions of teachers this incident: He was applied to by a young lady for a license to teach, but finding she knew next to nothing of the branches to be taught was obliged to refuse a certificate. But this brought abundant tears from the would-be teacher. The governor was not hard-hearted, and so he took a pen and wrote: "I certify Miss —— is able to teach a small school of very small children."

The practice has been for the would-be teacher to begin with teaching in the "lower" grades and thus fit herself for the "higher" grades! In New York City even, they still pay primary teachers less than they do advanced teachers!

All this is opposed to science. It is more difficult to teach young children, in the light of their needs and capacities. True, they may be made to sit on benches, and by fear and threats, to sit very still; they may be made to read and to recite tables and all that, but all this may be done and the little ones get no education. Thinking men saw this a good many years ago; among them Rev. James Currie, of Edinburgh, Scotland. He gathered his ideas into a volume,* which having been extensively sold in this country, has just been republished by E. L. Kellogg & Co., graced with an introduction by Supt. Meleney, of Paterson. Mr. Currie makes a strong point on the need of the teacher to *know the principles of education*. Here is where the primary teacher may ground her demand for proper pay for her services. It is by her understanding these that she can lay claim to recognition.

It is a fact that is well-known, that our primary schools, in general, do not educate: they drill into the children a knowledge of letters and numbers; they force them to remember the names of certain rivers and mountains. All this is opposed to the highest welfare of the child. Yet this meets with approval in most of our cities and towns, and especially in the rural schools. Those who would teach in a truly scientific way are declared faulty; perhaps they are discharged. The popular conception of education is not yet correct; hence the circulation of such a volume as this of Mr. Currie's must be considered as an aid to a day of better things. Froebel was considered a "fool" by those who saw him educate; the kindergarten is a sealed book to thousands of teachers yet. Its day has not yet arrived.

And yet there are thousands who are asking: "How can I advance to higher stages of excellence in teaching these children?" Underneath all, the teacher must have a clear understanding of psychology; nor is this so difficult. A thoughtful study of the child's mind, as portrayed in this volume, will make the whole very plain.

The day is sure to come when the skillful teacher of little children will occupy a position far higher than

she now does. The gradual rising of the star of Froebel shows this. Every year sees the expansion of the kindergarten. Less restrictions are placed on young children. More interest is taken in the primary class. In some cities the primary teacher is paid a salary equal to that the advanced teacher receives. In some the superior teachers are put in the primary school-room. Thus, by speaking and writing the truth does the cause of young humanity go forward.

"Principles and Practice of Early and Infant School Education." 18mo., 300 pp. \$1.25.

MEMORIAL DAYS.

When the birthday of any noted man arrives, the teacher should certainly mention it to the school; he should, if possible, prepare beforehand for its observance. If the teacher is doing the just thing by the pupil he will have interested him so that he will want to say something. To let the day slip by unobserved is an act of injustice to the school; it is uneducational, to say the least. The child will be a child but once; not to know the mark the great ones of the earth have left, is not to do as well as the old troubadours did; they made it their mission to celebrate the deeds of the doers of brave deeds. We can act wiser; we can point out the great acts of men who never wielded a sword or spear.

Many exercises may be found in these pages that will aid the teacher. If he has devised better ones, let him send them in for publication. The great point should be to make as good an impression as the time and place will allow. It is not supposed that a great deal of time will be consumed; some have taken an hour, some an hour and a half. And some have "run the thing into the ground," by making the exercise very tedious and heavy. Let the teacher be wise; to render a "memorial day" offensive, is folly and worse.

The following are among the most important names in history, with date of birth. D signifies the date of death:

NAME.	DATE.
Bayard Taylor.	January 11
John Henry Pestalozzi.	January 12
Salmon P. Chase.	January 13
Edward Everett, d.	January 15
Benjamin Franklin.	January 17
Daniel Webster.	January 18
Robert E. Lee.	January 19
Edgar A. Poe.	January 20
Charles Dickens.	February 7
Thomas A. Edison.	February 11
Elisha Kent Kane, d.	February 12
Abraham Lincoln.	February 12
Michael Angelo.	February 17
George Washington.	February 22
George Fred. Handel.	February 24
Robert Fulton, d.	February 24
Victor Hugo.	February 26
H. W. Longfellow.	February 27
Torquato Tasso.	March 11
Jean Paul Richter.	March 21
John C. Calhoun.	March 18
David Livingstone.	March 19
John William Lubbock.	March 26
Joseph Haydn.	March 31
Otto E. L. Bismarck.	April 1
Thomas Jefferson.	April 2
Washington Irving.	April 3
Henry Clay.	April 12
Louis Adolp. Thiers.	April 16
Charles Robert Darwin, d.	April 20
Friedrich Frobel.	April 21
William Shakespeare.	April 23
Daniel Defoe, d.	April 24
David Hume.	April 26
Ulysses S. Grant.	April 27
Joseph Addison.	May 1
Duke of Wellington.	May 1
W. H. Prescott.	May 4
Horace Mann.	May 4
Napoleon Bonaparte, d.	May 5
Alexander Von Humboldt.	May 6
Frederick Schiller, d.	May 9
Felicia Hemans, d.	May 12
William H. Seward.	May 16
Nathaniel Hawthorne.	May 19
Alexander Pope.	May 22
Thomas Hood.	May 23
R. W. Emerson.	May 25
Louis Agassiz.	May 28
John G. Saxe.	June 2
Ernest von Weber.	June 5
Sir John Franklin, d.	June 1
William Cullen Bryant, d.	June 12
Thomas Arnold.	June 13
Harriet Beecher Stowe.	June 14
Richard Hildreth.	June 28
Elizabeth B. Browning.	June 20
Peter Paul Rubens.	June 29

SUPT. J. R. COX, of Russellville, Tennessee, is working hard to uplift the schools and teachers of Hannibal county.

PHILOSOPHY OF TEACHING.

I.

GEOGRAPHY.

"This is the one subject in which the maximum of visible result may be attained with the minimum of intellectual effort."

PRINCIPLE.—*From the known to the unknown by gradual steps.*

FACT.—*Historical dates are not history, and geographical facts are not geography.*

The primary object of all study is for the purpose of nourishing and strengthening the mind, and supplying appropriate knowledge. Wholesome food must not only be taken, but there must be a sufficient quantity of exercise. Geographical science affords admirable opportunities for taking this food and getting this exercise. No other study is so good, because no other is so comprehensive; for it touches all the natural sciences, especially physics, meteorology, zoology, botany, geology, and astronomy. In addition, its thorough understanding requires a knowledge of some of the most difficult mathematical operations. It is true very few students of geography get much knowledge of any one of these sciences, but no thorough teacher will fail to touch all of them, sooner or later. The very comprehensiveness of this study must always afford admirable opportunities for disciplining the various powers of the mind. We will notice what sort of discipline this is:

Memory. This is "the power of the mind to repossess itself of what has once passed before it," and in studying geography may be of two kinds, *verbal* and *geographical*.

The mind frequently becomes a storehouse of facts, having little or no relation to the world and its surroundings. For example, a pupil may learn the names of the principal cities in a country, their population and sources of wealth, with no idea of their location and relations to each other and the rest of the world. He may also learn to draw a map, with no idea of what it is intended to picture. The marks representing rivers suggest no idea of water, and other lines called mountains, carry with them no thought of elevation. It is evident that in this memorizing there is no geography—no *geographical* memory, only a filling of the mind with words.

But when the learner comes to apprehend the world as a globe, and learns to think of words as associated with it, he has the true spirit of geographical study. His memorizing is full of the most pleasing and vivid associating. When the word "New York" is mentioned his memory brings up a neck of land almost surrounded by navigable water, with capacious harbors, land-locked, opening directly into the Atlantic Ocean. When he draws the Hudson River he recalls former impressions and sees an ample stream of water, navigable for one hundred and fifty miles, carrying the precious cargoes of thousands of canal boats from the Erie canal basin at Albany to the metropolis of the new world. When he recalls the word "London," it comes up loaded with scores of pictures—the Thames, the Tower, Windsor Castle, the Parliament Houses, Westminster Abbey. When he sketches the British isles they are replete with pictures stored away in memory's archives. These memories are the results of class-room pictures. They may have been first received from engravings and photographs, or they may be recalled concepts of vivid word paintings. At all events, it is a geographical and not a simple verbal memory he has.

Our readers cannot fail to notice how much better, how much more satisfactory and exhilarating a geographical memory is than a mere verbal one. One is delightful, the other a burden; one is satisfying, for it gives the mind something to feed upon; the other is unsatisfying, for it offers the hungry intellect only the dry husks of science.

Geographical memory has frequently been called imagination, but a single thought will convince any one that it is not. The mind in this study does not "take parts of conceptions and combine them into new forms and images;" it simply reproduces real conceptions received in the process of learning. There is no exercise of the imagination in recalling true pictures. We cannot imagine how Paris looks, if we have seen it either with the real or in the mind's eye. It is possible to imagine a Paris, but the picture would probably be very different from the real Paris. Children can imagine how Rome is laid out, or how bread-fruit tastes, but there would be no probability of its being anywhere near the truth. The province of imagination in geography teaching will be discussed in our next article, but it is necessary at the outset to get a clear idea of the distinction between this creative power and a *geographical memory*.

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them. The devices here explained are not always original with the contributors, nor is it necessary they should be.

TWELVE WEEKS' WORK IN BOTANY.

MYRA B. MARTIN, Willimantic, Conn.

Botany is that one of the natural sciences which can be grasped by even the "du l" pupil, to whom the word science is unfamiliar. It is to be regretted that most high school courses of study limit the study of botany to one term—usually the spring term. This is too short a time for a subject at once so interesting and profitable. But even a few weeks may suffice for teaching the rudiments, and inspiring the student with the desire to make further investigation by himself. We can do no greater service to the student than to interest him in those natural sciences which will help him first to observe, then to admire, and finally to love nature and her wonderful power of adaptation.

Having been asked to tell how I teach botany, I will outline my method as briefly as possible. In the first place, we do only as much text-book work as is necessary, supplementing such work with "object lessons" from trees, house-plants, and what spring vegetation there may be.

In recitation hour, we draw on the board, or on paper, the shapes of roots and leaves, either from nature or from "Prang's Natural History" cards, which I have found very useful.

Of course, there are always some members of the class who think they cannot draw, but even if they produce poor work, the attempt to draw fixes the shapes in mind. The recitation is the last one on the daily program, so we make excursions to the woods and fields as often as practicable.

Methods of analyzing, collecting, and pressing have been so often and so well described, that I will not speak of them here, but pass to the special work of the class.

In accordance with his natural tendency or taste, some special work is assigned to each student, which, when finished, becomes school property.

Last year the following work was assigned:

I. Specimens of local woods.

Saw from the tree a billet ten inches long, and, at least three inches through. Split in halves lengthwise, taking care not to split the bark, and lay it away for a month to season. A warm room like an attic is better than a place near a stove or furnace, as the wood warps or cracks if dried too quickly. When it is seasoned, plane smooth, write the botanical and common names in India, or common ink, then coat all but the bark with a thin layer of white shellac varnish. Let this dry, and put on a second coat.

II. Collection of forty leaves of different kinds, pressed as directed.

III. Collection of forty pressed blossoms.

IV. Collection of ten pressed roots.

V. Collection of ten pressed stamens, and ten pistils.

VI. Test for starch in the roots or stems of twenty plants. The test is made by applying tincture of iodine with a camel's hair brush. If there is much starch present, a deep violet hue will appear; if only a little, a light tinge; if no starch is present, there will be no visible effect. Make a tabulated statement of the relative amount found.

VII. Mount ten microscopic specimens of the epidermis of the petals of ten different blossoms, labeling the slides with the brief analysis of the plant.

VIII. Do the same with the epidermis of the leaves.

IX. Do the same with transverse sections of the stem.

X. Make microscopic drawing of the pollen grains of twenty different flowers.

XI. Make an illustrated monograph of some plant.

XII. Write an essay about the local flora.

X. and XI. are illustrated below by some of the work of last year's class.

If any teacher has devised any other special botany work, I hope we shall soon hear about it through your columns.

The following is a monograph prepared by a pupil, Agnes L. Martin. Each part of the flower was examined separately and a drawing made of it as it appeared under the microscope. These drawings were placed on separate sheets of strong white paper, about six inches square and fastened together in book form,

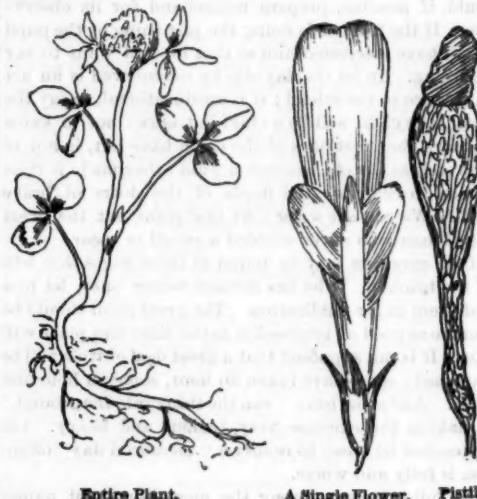
DESCRIPTION OF THE RED CLOVER.

Class, Exogen; Order, Leguminosae; Family, True Pulse; Genus, Trifolium; Species, Trifolium Pratense.

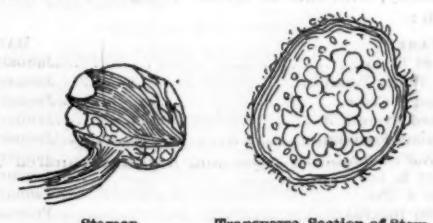
The red clover is found in most fertile meadows and is extensively employed as a shifting crop. Its roots are fibrous with numerous rootlets. The leaves are trifoliate with stipules adhering to the foot-stalk; the leaflets are obovate or oval with a pale spot on the upper side.

Its flower is rose-red and grows in a dense head with leaves underneath it. It blossoms any time from May until the last of August. The pods are thin and small in persistent calyx.

Its arable form is much larger than the wild varieties. In some lands it has become difficult to make it hold as perfectly as it formerly did, in which case the soil is described as "clover-sick."



Entire Plant. A Single Flower. Pistil.



Stamen. Transverse Section of Stem.

MICROSCOPIC DRAWINGS OF POLLEN GRAINS.

BY MISS ANNA E. BAILEY, PUPIL.

The drawings on the different sheets of paper presented the following appearance; underneath each drawing the name of flower was placed, and a few words in description of the pollen of that particular flower.



Symplocarpus. Fætidus. Skunk Cabbage.

Salvia. Sage.

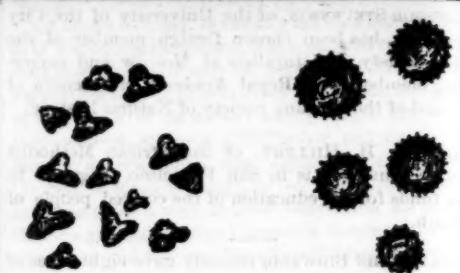
Salvia. Sage.—Their shape is nearly round, the surface rough, the color gray.

Symplocarpus. S. Fætidus. Skunk Cabbage. Their shape oval, the surface quite rough, the color green.



Erythronium. Dog-tooth Violet.

Erythronium. Dog-tooth Violet.—Their shape is very irregular, the color green.

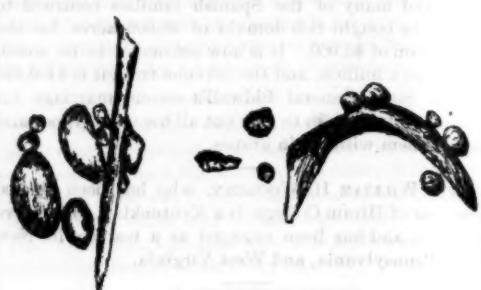


Epigaea. Trailing Arbutus.

Acer. Maple.

Epigaea. Trailing Arbutus.—They are somewhat heart-shaped, having a rough surface. The color is green.

Acer. Maple.—Their shape is round, the surface quite rough, the color yellow.



Calla. Water Arune.

Houstonia. H. Cærulea, (Bluet).

Calla. Water Arune.—The color is gray, the surface rough, the shape oval.

Houstonia. H. Cærulea, (Bluet)—Their shape is round, the surface rough, the color somewhat gray.

TRANSCRIPT OF READING LESSON FOR BEGINNERS.

OBJECT:—To teach three new words.

DEVICE:—A familiar nursery rhyme, illustrated.

PREPARATION:—The teacher had copied from a child's paper five sketches, illustrating the story of the five little pigs. They were arranged in vertical order, at the left side of the board, and were drawn so lightly as to be almost imperceptible from a little distance. (Some teachers effect this by drawing such preparatory sketches with a slate-pencil.)

Teacher, standing before her class, pronounced, with an air of mystery, the word, *this*; uttering each sound separately, and asked: "What did I say, children?"

One or two replied: "This." She repeated, and nearly all the children answered.

"Yes, I said *this*. Now the chalk shall say it for me. What shall the chalk say first?"

No answer.

"What did I say first? Put your tongues well out and make the sound as deep and as heavy as you can."

"Th," responded a few, then most of the children.

"Yes, and that is what the chalk must say first. It takes the chalk a long time to say, *th*. You may say it while the chalk does."

The children continued the sound *th* until the teacher turned and asked them: "What shall the chalk say next?" She had to "sound" the word again before any one could tell her. Then the children prolonged the short sound of *t*, while the chalk registered it. The third and last sound of the word was, in the same manner, dictated by the class.

"Yes," said the teacher, resuming her air of mystery. "Th-i-s—," and she busily sketched in stronger lines the head of the first pig. Then interrupting her drawing, as though a fresh thought had come to her, she exclaimed: "But I mustn't show you what he is until I tell you about his size. He is not very big. In fact, he is quite *l-i-t-t-l-e* (spelling little by sound). What did I say about him?"

"You said he was little."

"Say the word slowly, as slowly as the chalk says it," said the teacher, turning again to the board.

"L-i-t-t-l-e," prompted some of the children.

"Now you must wait while the chalk puts in one letter for good measure, one that doesn't sound when you speak the word. You see, children, the chalk talks to your eyes, and I talk to your ears. When the chalk tries to say what I say he sometimes has to say more with it, because words do not always look to our eyes just as they sound to our ears. Now the chalk is ready for the next sound. What is it to be?"

As the children were very young they had to be helped. The teacher sounded the word again, and then again, pointing the second time to the sounds already registered, and pausing for the dictation of the fourth. It was given and represented in white.

"Here is another letter that the chalk puts in for good measure," said the teacher, adding the *e*. "We don't say this letter, but the chalk does, and your pencils must."

"Yes, *th-i-s l-i-t-t-l-e*," she continued, completing the outline of the pig's body, so that the sketch looked like this:



"Pig! pig!" exclaimed the children.

"Why, how quickly you speak the word!" remarked the teacher. "Listen while I say it slowly. *P-i-g*. That is the way the chalk talks. *P-i-g*. What shall the chalk say first?"

The children dictated as before, the three sounds, and the teacher remarked that the chalk had used up all its extra letters for that day and had none to give away with *pig*, as with *little*.

"Now I will show you the rest of the picture, and then I know you will be able to tell me a pretty story about *This little pig*," said the teacher, pointing to the written words as she spoke them. As she rapidly strengthened the remaining lines of the sketch, hands were raised here and there in indication that their owners had tales to unfold.

"He's goin' out walkin'," announced the first recipient of the signal to unfold. He was led to repeat his sentence in correct form, and then the teacher asked for a story beginning just as the chalk had done.

After some difficulty a little miss volunteered.

"This little pig's out walking, and he has a basket."

"He did go walking one day," said the teacher, "and this picture is to show how he looked on the way. Where do you think he went that day?"

"To church."

"Out in the country."

"To his aunt's."

"To the store."

"Yes, *THIS little pig*," said the teacher, pointing as before, and emphasizing the first word, "went to a very large store, in fact, to a place where there are a great many stores, all in one—a place called the—*market*. Yes, Robbie, I see you have heard about *THIS little pig* before. You may tell us about him."

"This little pig went to market," affirmed Robbie, with an air of great confidence.

"Yes, that is just where he went. And now I am so much obliged to you for finding that out that I am going to let you tell your story again, and point, as I have done, to that part that the chalk has told for you."

Robbie, and several other children, told the story, pointer in hand.

"And *TH-I-S l-i-t-t-l-e p-i-g*," continued the teacher, bringing out the pig in the next sketch, thus:



"The picture, when it is finished, will help you tell another nice story, but first the chalk wants to help by saying just what it said before. What was that?"

"*This little pig*."

"What was the first word?"

"*This*."

"How shall the chalk make that word?"

"Like the other *this*."

"Who will show me? Annie. Thank you, dear. Does this look right?"

"Yes, ma'am."

"And what is the next word that the chalk wants to say, Jacob?"

"*Little*."

Asking for further information, the teacher was directed to make *little* like the other *little*, and *pig* like the other *pig*. Having done so, she completed the sketch, and called for "stories about *THIS little pig*." Several were offered, but Robbie, whose hand had displayed much impatience from the first, was the only one who knew the story of the piggies well enough to give the desired information about each one. Then several children were permitted to tell the story, and the first story, also, pointing to the words the chalk had said for them.

The interest of the pupils was sustained to the end of the lesson, which included the history of the pig who had roast beef, the pig who had none, and the pig who



cried, "Wee! wee! wee!" all the way home. These three sketches were utilized in a similar manner to the first and second, presenting the above appearance at the point of interruption, when the teacher left the half-finished picture with a pretext to rivet the children's attention upon the words.

E. E. K.

DIFFERENT WAYS IN WHICH PLANTS MAY BE PROPAGATED.

BY ANNA JOHNSON.

Several weeks previous to the lesson have the children plant seeds in pots or boxes; take slips from geraniums or other plants that slip easily, and place some in sand, others in water; take begonia leaf and cover portions of it with earth.

At the time of the lesson, in addition to these specimens the children prepared, have a sprouted potato; bulbs that have not been separated from a cluster; myrtle, or any running vine that shows roots along the stem; and a large root of any plant that can be divided.

Show the sprouted seeds, and have the children tell from what the little plants grew. Pull up some of the plants, and let them see the seeds still attached to the roots. Show the roots the slips have made, both in the water and sand; also the roots formed on the leaf. Let them examine the stems of runners to notice the many roots along the stem. Have them find all the places in the potato that have sprouted. Break off the little bulbs from the cluster, and show the buds ready to grow. From cuts, or on the blackboard, explain the process of grafting, and tell the reasons for using it. Show how layers are placed in the ground.

Blackboard lesson:

Plants may be propagated from	Seeds Slips of stems, Slips of leaves, Runners, Buds, or eyes, Bulbs, Layers, Dividing roots, Grafting.
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All plants may be raised from seeds. All the annual flowers, grains, and most of the vegetables are raised from seed.

Geraniums, fuchsias, and most green-house plants, may be raised from slips.

Begonias can be raised from leaf slips.

Myrtle, strawberry plants, and creeping vines, can be raised from runners.

Blackberry bushes and grape-vines can be raised from layers.

Potatoes and Madeira vines grow from eyes, or buds. Gladioli, tube-roses, onions, hyacinths, and tulips grow from bulbs.

Lilacs and other bushes may have their roots divided to make separate plants.

Trees may be grafted. The graft will grow the fruit of the tree from which it was taken.

LESSONS OUT OF DOORS.

Walks with pupils, directing their attention to objects to be seen as they go, may be made of great profit. It is hardly possible to overrate the benefit that may arise from them. In the country the objects that may be examined are almost numberless. The following hints will be of assistance:

Take along several baskets for carrying what is collected, a hammer, a microscope, and, if possible, a small telescope; also an old "Patent Office Report," which can be obtained of almost any politician or postmaster. In this book plants and delicate ferns and flowers can be preserved.

Eyes, ears, noses, feet, fingers, and even mouths, will be on the alert. Grains of sand, fragments of rock, insects, leaves, bark, old pieces of wood, flowers, ant hills, woodchuck holes, tracks of animals, etc., etc., should be examined.

In a note-book, make drawings of strata of rocks, outlines of curious leaves, branches of remarkable trees, horns of cows, sketches of old houses, sections of curious fences, etc., etc.

Anything done, examined, or collected for a definite purpose, will be certain to excite the greatest interest. Try and see.

THADDEUS KOSCIUSKO.

Died October 18, 1817.

BY MISS GRACE JONES, SELMA, ALABAMA.

A truly great man and Polish patriot was Thaddeus Kosciusko. He was born in Poland, 1751, and died in 1817. He was of noble descent, and was educated at the military academy at Warsaw. His marked aptitude soon attracted attention, and he was sent to Paris at the expense of the state, to finish his education.

On his return to Poland he was appointed captain of the artillery, but an unfortunate attachment to the daughter of a nobleman caused him to leave his country, and offer his services to the Americans in their War of Independence.

He arrived in 1778 with a note of introduction to Washington. "What do you seek here?" inquired the chief. "I come to fight as a volunteer for American independence," answered Kosciusko. "What can you do?" asked Washington. "Try me," was the quick reply. He entered the army, and bravely shared the struggles of the Continental army. He rose to the rank of brigadier-general, and for his services he received the thanks of Congress.

Returning to Poland in 1791, he fought against the Russians, but the Polish patriots were defeated, and Kosciusko retired to Leipzig. Another rising of the Poles occurred in 1794, when Kosciusko was placed at the head of the army with 5,000 peasants, armed mostly with scythes; he routed nearly twice that number of Russians.

But for the interposition of Prussia, Poland would have gained her freedom. Austria, too, joined the assailants, and the combined forces marched against Warsaw. After several bloody battles the Poles were obliged to surrender. Kosciusko fought gallantly, and fell covered with wounds, uttering the sadly prophetic words which were only too true, "Finis Polonia."

Unfortunate Poland was seized by the Russians, Prussians, and Austrians, and divided among them. The poet Campbell, with others, was very indignant over the injustice of the act, and thus writes of the fall of Kosciusko :

(IN CONCERT.)

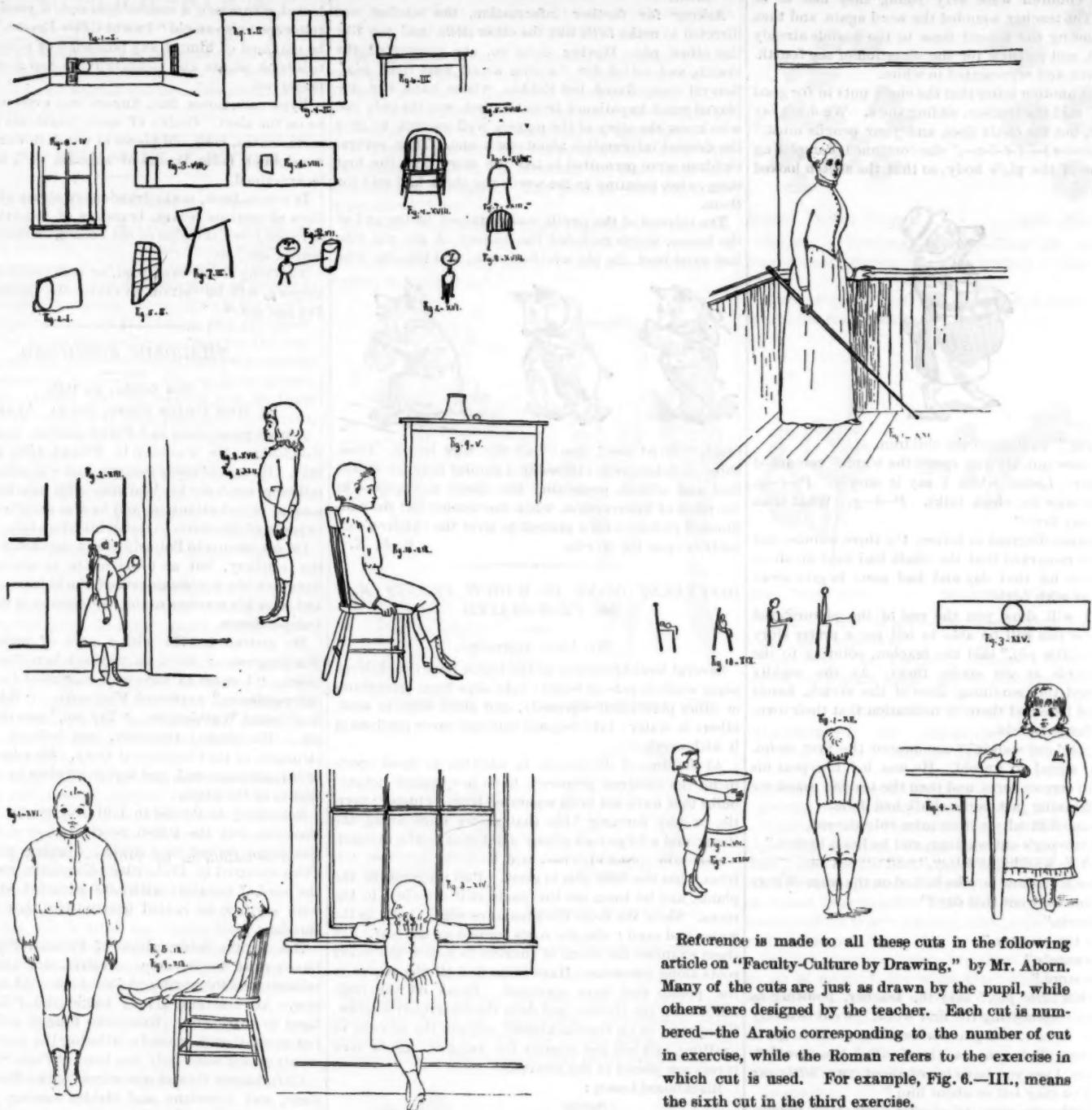
Warsaw's last champion from her height surveyed
Wide o'er the fields, a waste of ruin laid,—
"Oh! heaven," he cried, "my bleeding country save!
Is there no hand on high to shield the brave?
Yet tho' destruction sweep these lovely plains,
Rise fellow-men! Our country yet remains!
By that dread name we wave the sword on high!
And swear for her to live! with her to die!"

In vain, alas! in vain, ye gallant few!

From rank to rank your volleys thunder flew;
Oh, bloodiest picture in the book of time,
(Sarmatia fell, unwept, without a crime);
Found not a generous friend, a pitying foe,
Strength in her arms, nor mercy in her woe!
Dropped from her nerves—grasp the shattered spear,
Closed her bright eye and curbed her bright career.
Hope for a season bade the world farewell,
And Freedom shrieked—as Kosciusko fell!

He was made a captive and imprisoned at St. Petersburg until Emperor Paul set him at liberty, and offered Kosciusko his own sword. It was refused, the Polish patriot saying, "I have no need of a sword, since I have no country to defend."

Later he visited the United States where he was warmly welcomed, and received a pension and grant of land by Congress. In 1815 he settled in Switzerland; two years later his death was caused by a fall from his horse over a precipice. His noble and chivalrous love of country, untainted by any desire of self-glorification, has secured for him the world's universal esteem.



Reference is made to all these cuts in the following article on "Faculty-Culture by Drawing," by Mr. Aborn. Many of the cuts are just as drawn by the pupil, while others were designed by the teacher. Each cut is numbered—the Arabic corresponding to the number of cut in exercise, while the Roman refers to the exercise in which cut is used. For example, Fig. 6.—III., means the sixth cut in the third exercise.

FACULTY-CULTURE BY DRAWING.

BY FRANK ABORN, Cleveland, O.

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It is a commonly mistaken idea, that a child must be taught to draw, if we would have him learn; and if he only acquires skill in delineation, as a result of the teaching, the highest aim is reached.

It is a mistaken theory, also, that instruction in drawing should begin with lines, proceed to surfaces, and thence to solids; and that certain principles must be taught that they may serve as the necessary groundwork, on which other essential principles shall be superimposed.

This theory is vicious in the extreme. It leads to the practice of submitting insipid subject matter, as well as to the custom of obtruding instruction, helps and criticisms to the point of frivolity.

It assumes that education is a matter of manufacture. That the child's mind is plastic and entirely passive; not a living, growing, and individual organism, like the seed in the "Parable of the Sower," which required only proper conditions to yield an hundred fold.

The truth is, that it is no more essential that the child be taught principles that he may learn to draw than it is essential that he be taught anatomy and the laws of equilibrium that he may learn to skate. Given similar conditions; namely, pleasurable opportunity, courage, and desire to try, and the child can no more fail to learn the one than he can fail to learn the other.

For this reason, this theory of inanimate educational

manufacture and accretive intellectual growth should be discarded, and, in its place, a practical plan of faculty-culture should be substituted.

To make drawing a means, simply of indifferent faculty development, however, is insufficient. And this is true, notwithstanding the fact that incidental to simple cultivation of faculty by means of drawing, there certainly would come a skill and facility in delineation of a higher order than that which has resulted or, it is possible, can result, from the accretive plan now so much in vogue. It is not enough that drawing have an aim, but, being an educational means it must aim high. And the highest aim, though too high to be immediately attainable, is the only justifiable one, on account of the higher level that must inevitably be attained and thus, consequently, nobler results that must ultimately follow.

The highest and, therefore, the only aim that can entirely justify drawing in elementary education is the cultivation of the emotional faculties; or, in other words, the cultivation of the capacity to appreciate what is truly fine, and to distinguish between it and the common-place. For, as a result of the study of fine examples, by means of drawing with a view to taste culture, faculties of the highest order are brought into play and thereby developed that otherwise must lie dormant.

And for this reason, if no other, the cultivation of the emotional faculties must remain the only legitimate aim of drawing in common schools.

The truth of this statement is most practically apparent when the subject is viewed from a utilitarian standpoint. To this end let it be supposed that drawing

is introduced into the elementary schools of two separate communities.

In one of them it is the aim to cultivate the taste, and in the other it is the aim to develop skill and facility in delineation. In other words, in the elementary schools of one community drawing is made a means to the highest aim, and in the other it is made the end in itself. Let this go on for a generation, until the children have become makers, buyers, and sellers, and consumers, and let the products of each be placed side by side in the same markets. It goes without saying, that the products of the one community will bear the stamp of refinement and power; and, at the same time, be not a whit less practical; while the product of the other can not be otherwise than common-place in every particular. The product of the one, owing to its inevitable refined character, due to the exercise of cultivated emotional faculties in its manufacture, would, sooner or later, drive the similar products of the other out of the market, with consequences to the manufacturing interests of the two communities too evident to need demonstration.

It is only on the ground of this intrinsic value of drawing as a means of faculty-culture that it can be defended and sustained as a proper common-school study.

Preparatory, however, to entering upon the really serious attempt to cultivate the emotional faculties it is desirable that something should be done, while the child is getting control of his fingers and pencil, that is calculated to cultivate and establish business-like habits of thought and procedure.

This can be done by furnishing such opportunities for

pleasurable experience as are calculated to cultivate courage, promptness, and decision, and, at the same time, establish the habit of thoughtful inquiry, in each case, in regard to what is to be done before the attempt is made to do it.

As a means to this end a constant supply of new and interesting material for daily exercises is required, and to furnish this supply is the task that has been undertaken.

These exercises will be mostly plays with occasional stories.

The plays are simply exercises in which the game is to discover and describe in a sketch, some special feature.

The purpose of these plays is to exercise the observation faculties, and, incidental to the lineal description of what has been observed, to train the fingers in the manipulation of the pencil.

The purpose of the stories is to quicken the imagination and to provoke the curiosity, with a view to turning the observation into new and more varied channels, and at the same time, inducing experimental study in delineation.

EXERCISE I.

GAME:—where was the ring?

Let the teacher rapidly draw a ring on the blackboard that touches three sides of it (See Fig. 1—I.), and quickly erase.

Allow the children, while the teacher counts five, to try to tell in a sketch where the ring was.

Now let the teacher pass rapidly through the room to see who of the children have beaten, telling those to stand whose picture describes with some approximation to truth where the ring was. (See Fig. 2—I.)

Erase and play again as before. In each play in this exercise the ring should be made to touch three sides of the blackboard.

GENERAL DIRECTIONS.

Inasmuch as this play, in exercise 1, is characteristic of all those that are to follow, time and space will be economized if directions governing all such are given once and finally at the outset.

Time.—The duration of single exercises should not exceed fifteen minutes, but two exercises on the same day, and in the same play, or in one that is new and in one that is review, are preferable.

Use of the blackboard.—At each play of the game, in any exercise, the children sitting in some one row of seats should draw on the blackboard, the different rows taking turns. And no row of children should stand at the board more than two minutes at a time.

Telling and teaching.—Since the aim of these exercises is to cultivate the observation faculties, the educator must refrain from all teaching, telling, and helping. For, if the child is taught, told, and helped, he feels no necessity to observe for himself; hence, the end of the exercise is completely frustrated.

Immediate results.—Inasmuch as growth of faculty is always slow and its visible manifestation still slower, improvement in delineation, except at long intervals, cannot be apparent in the immediate results produced. For this reason indications of progress should be sought only in the generally improving business-like temper of the children.

Dragging.—As nothing so militates against the success of these exercises as dragging, it is important that everything connected with them should be done with the greatest promptness. To further this end it has been found convenient to have each drawing, by the children, made while the teacher counts five, and all the succeeding plays are planned to be conducted in this way.

Apparatus.—The exercises which will follow call for no apparatus that any school-room should not afford. It may happen, however, that some room may lack a table. If so, one should be procured.

EXERCISE II.

GAME:—How many lights of glass in a horizontal row in the window?

Let the teacher rapidly draw a rectangle on the blackboard to represent the outline of one of the windows (See Fig. 3—II.), and meanwhile let the children try to do similarly on their slates. When this is done, let the teacher draw lines for the sash (See Fig. 4—II.), as they are in the window, and erase.

Allow the class, while five is counted, to try to do similarly.

See who have beaten—who have represented the number of lights in a horizontal row in the window correctly. (See Fig. 5—II.) Play the same game again with the same or another window.

EXERCISE III.

GAME:—Where was the basket put?

Place the waste-basket or a common water pail on one of the front corners of the teacher's table (See Fig. 6—III.), and then remove.

Allow a moment for the sketch. See who have beaten. (See Fig. 7—III.)

Erase.

Play again, locating the basket on the same or the other front corner of the table and proceed as before.

Play again, locating the basket anywhere on the front edge of the table.

EXERCISE IV.

GAME:—How big was the apple?

Place an apple on the window sill, and then remove it. (See Fig. 8—IV.)

Allow a moment for the sketch. See who has beaten; make the picture of the apple half or less than half as big as a light of glass.

Erase.

Play this game locating the apple differently.

EXERCISE V.

GAME:—Where was the ball put?

Place the waste-basket in an inverted position, and a ball or other simple small object on the table where all can see both (See Fig. 9—V.), and then remove one or both of them.

Allow a moment for the sketch. See who have beaten,—represented the ball on the right side of basket.

Erase.

Play again, locating the ball on top, at the side, or under the front edge of the basket.

EXERCISE VI.

GAME:—How many lights of glass in a vertical row?

Proceed as in Exercise II.

EXERCISE VII.

GAME:—Which side of the boy was the basket?

Pose a boy clasping the basket with his arms and standing with his side towards the school, and then dismiss him. (See Fig. 1—VII.)

Allow the class a moment to describe in a sketch how the pose held the basket.

See who have beaten—who have represented the basket on the right side of the boy. (See Fig. 2—VII.)

Erase.

Play this game with pose facing to the right or left, and holding the basket in front or on the back.

EXERCISE VIII.

GAME:—Where in the wall of the school-room is the door?

Allow the class a moment in which to draw a sketch of the wall and the door-way. (See Fig. 8—VIII.)

See who have beaten—who have represented the opening as extending to the bottom of the wall, like a doorway, and not like fig. 4—VIII.

Which represents a window opening?

Erase.

Play this game with the same or different doors in the same or in other walls.

NOTE.—The remainder of the EXERCISES will be published next week. As the illustrations on the opposite page will not appear again, this number should be preserved for reference.

HISTORY.—SECOND GRADE.

BY ANNIE I. WILHE.

Topics were arranged on the board in various suggestive and attractive ways, a few of which we give below:

VIRGINIA.

1606.	1609.	1612.
Jamestown, 1607.	Negro Slavery, 1620.	Navigation Act, 1651.
Starving Time, 1610.	Cotton Culture, 1621.	Virginia Prop., 1673.
Peace with Indians.	1st Ind. Massacre 1622.	Bacon's Rebel'n 1676.
	2nd Ind. Massacre 1644.	
1624.	Royal Provinces.	
Capt. Smith.	Lord Delaware.	

This arrangement was continued until in the midst of the events of the French and Indian war, when the teacher had occasion to continue the topics on another board. For the sake of variety, also by way of bettering the arrangement, it was then continued as follows: The events were printed on the flags of the respective nations, with whom the colonies were then dealing.



The flags were drawn with colored crayon, and the whole design was placed at the top of the board, thus not interfering with space needed for topical review in writing. New flags and topics were added as the term's work went on.

A review lesson was conducted in the following manner: Teacher—"Will, Horace, Jerry, John, Clara, Lizzie, etc., may go the board."

"Will may write an account of the settlement of Jamestown; Horace, of the Starving Time; Jerry, what you know about the peace with the Indians; John, what is important concerning negro-slavery; Clara, account of first Indian massacre; Lizzie, the Navigation Act," and thus, till all have topics to write. After these are given out, those at their seats are directed to write perhaps an account of Bacon's Rebellion. The work at the board is then corrected by others chosen for the purpose, and meanwhile a few of the accounts of Bacon's Rebellion are being read aloud. Then the work at board is also read and commented upon, in point of writing, spelling, punctuation, etc., as well as historical accurateness. The whole exercise takes but a short time, and involves an active part by every member of a large class, if rightly managed.

Another design, as follows, was placed at the top of the boards, in our class-room. A leading sentence of some event was written in a diagram form, and with it the scene of the event, nicely drawn in a disc.



A recitation on the subjects treated in this manner, would be conducted by having pupils write out full descriptions, under the maps of the events which they depicted. The written recitation would then be corrected and discussed as before.

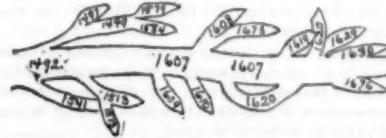
If there were no names put on the maps, they would be good tests of memory, for the pupils could be questioned as follows:

Teacher—"Howard, of what is that a map?"

"Give an account of the engagement which took place there, and point to any other places on the map of historic interest, with name of each."

One very pretty arrangement of maps is to have all those of one war drawn, some in circles, some in squares or oblongs, in relief on a sort of basket-work back-ground. Colored crayon, judiciously used, will heighten the effect, though care must be taken not to have the maps gaudy.

In the following design, intended to give the course



of events as they happened in the beginning of United States history, the main branch indicates the main course of the development of our country, while the various smaller branches are events which effected this development.

With this in sight, a pupil can sketch an outline of the history of any period by following out a single branch with its smaller branches. The arrangement may of course be varied, the general idea being kept.

Any device will be less formidable than the old, stiff table of dates, and that accumulation of solid facts with a name calculated to strike terror to the soul of a beginner—the chronological recapitulation.

Drawing has the first influence in cultivating perception and judgment; therefore, use drawing as a sort of mental gymnastics. A child draws a line and observes that it is not horizontal. He draws it again, using perception and judgment, and a truth is finally established,—he arrives at truth, he gets a horizontal line.

—PRESIDENT HUNTER.

THINGS OF TO-DAY.

Mr. Balfour has been urged by unionists in England, to imprison Mr. O'Brien again if he repeats the speeches for which he was convicted.

Thousands of veterans of the war attended the Grand Army encampment at St. Louis, and took part in the parade. The massive arch at the reviewing stand cost \$12,000.

The Scotch yacht "Thistle" was badly beaten by the "Volunteer" in the recent races for the cup.

A Chinese transport was wrecked on the Pescadores Islands, and three hundred soldiers, and the captain and crew were drowned.

Work is being rapidly pushed on the bridge over the Hudson river, at Poughkeepsie.

The police in Belfast, were assailed by a mob. Reinforcements arrived, when order was restored.

Dr. McGivern has expressed a hope that the Prohibition and United Labor parties would be allies.

There is a marked increase in the number of Englishmen, Scotchmen, and Canadians, who are seeking naturalization papers.

One hundred divorce cases, in which no defense was made, were disposed of in Chicago in one day.

The number of saloons in Nebraska, Minnesota, and other states has been largely decreased by the high license system.

A scarcity of money has caused stagnation in the London market.

Hostile demonstrations by the San Carlos Apaches, caused great excitement in Arizona.

It is reported that Queen Victoria intends to visit India next year.

The new diocesan house of the diocese of New York, was formally opened Sept. 28, by Bishop and Mrs. Potter. The house is one of Miss Catharine L. Wolfe's bequests.

All the business portion of Gravenhurst, Ont., has been burned.

Messrs. Edmund and O'Connor, home rule agitators, will make a tour in the United States.

Great damage was caused at Brownsville and Metamoras, Texas Sep. 21, by a hurricane and a flood.

The monument which marked the place of meeting at Vicksburg, of Generals Grant and Pemberton, has been wantonly defaced.

Severe earthquake shocks have been felt in Cuba.

A ship with cholera patients aboard, recently arrived in New York and was held at quarantine. Precautions were taken to prevent the contagion from reaching the city.

The London papers ridicule Ignatius Donnelly's theory that Bacon was the author of the Shakespearian plays. Henry Irving treats it with contempt.

Northern Ohio villages are infested with organized bands of burglars.

FACT AND RUMOR.

By direction of President Cleveland, the Acting Secretary of the Treasury comes to the relief of the money market with an announcement that the Government will at once begin the purchase of the 4½ per cent. bonds of 1891 and the 4 per cents of 1907, to the extent of \$14,000,000. The interest on the October coupons, amounting to \$6,500,000, will be paid on the 28th inst. without rebate. It is expected that this treatment will relieve the financial stringency. The experiment is not entirely new.

The late Green B. Read, president of the Board of Trustees of Roanoke College, has left \$10,000 to that institution.

A seminary for the education of missionaries among the Jews has been established at Leipzig, the second of the kind in the world, the other being in London.

Professor Alexander Meyrowitz, A. M., a very learned Hebraist, is dead. He was known in every college and university in the United States and Europe.

The freshman class at Lafayette College, has one hundred members, the total number of students being 278. One of the freshmen is the son of the head of the department of marine engineering in Japan.

Australian Presbyterians are raising \$250,000 for church extension and education.

It is given out that President McCosh and the trustees of the College of New Jersey, will apply to their legislature to change the old title of that institution to that of Princeton University, as soon as the new and enlarged system of instruction now being adopted has been well entered upon.

About one thousand students have been registered at Cornell University, the largest number yet recorded at that institution.

President Eliot of Harvard University, has returned from Europe after an absence of nearly ten months, during which he traveled in Spain, Northern Africa, the Levant, Italy, and the central countries of Europe.

François Joseph, Emperor of Austria, and King of Hungary, is king of seven countries or provinces, grand prince of one, prince or margrave of several others, and arch-duke, grand duke, and duke of half a dozen more.

Senator Stanford is reported as saying in regard to his proposed California University. "It will be built with a sole regard for the poor. No rich man's son or daughter will want to come there. Due regard will be had to every want of the pupils, but nothing ornate or grand will be allowed." It is intended to give a practical direction to the courses of instruction, which will fit those leaving the institution to go immediately about earning their own living.

A member of the sophomore class of Yale, has been expelled for hazing. The faculty is determined to break up the practice.

Rev. Sam Jones has placed his two daughters in the Methodist Female College, at Miersburg, Ky.

The names of thirty-six widows of Revolutionary soldiers are on the pension rolls.

A glacier has been discovered on Hague's Peak, Colorado. Prof. Stone, state geologist of Colorado, has confirmed the discovery.

The number who have entered the divinity school at Tufts college this fall is somewhat astonishing, there being more than have ever before entered in one year.

In the last two years the Industrial Institute and College of Mississippi has received donations from the state amounting to \$65,000. The prime purpose of the college is to educate young ladies for teachers. The institute will be able to furnish teachers for Mississippi without drawing on the colleges in that state.

In thousands of homes Hood's Sarsaparilla is constantly kept as a family medicine. Try it.

EDUCATIONAL NOTES.

COLORADO.

Durango Academy, situated at Durango, opened September 12, for its fall term. It offers advantages for normal training and college preparation, also vocal and instrumental music.

CONNECTICUT.

The attendance of the Bridgeport high school, has doubled in six years.

With few exceptions, the lady graduates are teaching in the Bridgeport public schools. Of the gentlemen graduates, all are either pursuing advanced courses of study, or are engaged in active business or professional life. This school has now representatives in Smith, Wesleyan, Columbia and Williams colleges, in Yale and Wesleyan universities, in the Connecticut State Normal School, in the Mass. College of Pharmacy and Mass. School of Technology, Boston, and in Stevens' School of Technology, Hoboken.

From Stamford.—There is no change here in the corps of teachers for the coming year.

The board has examined every teacher in physiology, and now we are to teach that subject.

The much-needed new school-house is being built.

The teachers who have been at some of the summer schools return with new zeal for their work.

GEORGIA.

The Peabody institute, which was held in Atlanta recently, closed on August 12. The attendance was remarkably good, in spite of the very wet weather which prevailed for so much of the time. The friends of the institute have reason to be encouraged at the success of the past session.

KANSAS.

Supt. A. Gridley, late of the Winfield schools, after spending a year in the Harper schools, goes to Kingman, as superintendent of the schools there—a deserved promotion.

Prof. Nichols, of the State University, goes to Cornell, at a salary of \$3,200. Dr. Nichols has been some three or four years at the university, and has made a fine record there. He will be greatly missed. Kansas University appears to be a training school for the East, Dr. Nichols being the seventh or eighth, possibly, which the university has furnished to Eastern colleges and universities. Kansas is pursuing a wrong policy in letting them go. They are certainly worth as much here as they are to the East.

President Fairchild, of the State Agricultural College at Manhattan, was offered a large advance to go elsewhere, but he wouldn't leave Kansas and the college.

MICHIGAN.

At the meeting of the county teachers' association, held August 17 and 18, at Ida Grove, resolutions regretting the departure of Prof. G. B. Cronk, and commanding him as a faithful and earnest educator, were unanimously adopted. Prof. Cronk has entered upon his work in Cimarron, Kansas.

MISSOURI.

Prof. J. U. Barnard, of Kirksville, has accepted the chair of language and literature in the state normal school at Cape Girardeau. He has one of the best subordinate positions in the state outside the university. Prof. Barnard is considered one of the best men and one of the most thorough and competent teachers in the state. He has held the position in Kirksville for thirteen years, discharging its duties in a highly satisfactory manner.

South-east Missouri is very fortunate in securing the services of Prof. Barnard.

NORTH CAROLINA.

Mrs. J. A. McDonald, of Raleigh, has accepted a position in Sherry Female College. Mrs. McDonald is the foremost lady teacher in the state and is as well and widely known within its borders as any member of its great educational force. For six years she was the central member of the educational corps of the Raleigh graded school. For five years she has been a member of the faculty of Peace Institute in this city. She has occupied the highest positions in several normal schools in the state during their respective sessions, among them the Newton and Winston normal schools.

NEW HAMPSHIRE.

The 100th anniversary of Atkinson Academy was celebrated August 24, in the building which was erected in 1803. The exercises were in charge of Hon. Greenleaf Clarke, president of the board of trustees.

Miss Caroline E. Wing, of Long Plains, Mass., has been elected principal of the Manchester training school, at a salary of \$1,000.

A monument of Concord granite has been erected in the cemetery, at Meriden, over the grave of Dr. Cyrus S. Richards.

G. W. Shaw, of Hanover, Dartmouth, '87, has been made instructor of natural sciences in Whitmore College, Washington Territory.

Mr. Edward C. Niles, of Concord, is engaged to teach next year as master in the Holderness school for boys. Mr. Niles was this year graduated with honors from Trinity College, and also gained the prize for the best essay upon the History of Co-operative Labor.

NEW YORK.

The population of Mount Pleasant, Westchester county, was much excited over the removal of school trustees Patrick Quinn, George Linnett, and John Massett, who were deposed from office by A. S. Draper, state superintendent of public instruction. The immediate cause of Mr. Draper's action was the deadlock in the board of school trustees over the tax collectorship of North Tarrytown. The school board is elected by the people, and its members appoint a tax collector for the village. For many weeks past the school board, which consists of six members, has been unable to agree upon an appointee. The consequence was that the tax lists were unsigned. The state superintendent ordered them to show cause why they did not sign the lists, and they haveing refused to do so, he removed them.

RHODE ISLAND.

Mr. James H. Earle occupies a prominent position in Providence. Being possessed of much acquired and natural ability, he is fitted to fill almost any educational position to which he may be called.

T. B. Stowell is principal of the Bryant & Stratton business college, of Providence. Mr. Stowell's school is one of the best of its kind in the state. It is centrally located, and has a full corps of teachers, including Mr. Stowell.

TENNESSEE.

The fall term of Monticello Academy, at Monticello, has begun. The academy has been improved recently in the way of school supplies, additional building, etc.

WISCONSIN.

In his annual report to the school board, Supt. Anderson, of Milwaukee, devotes a large amount of space to the subject of physical education in the public schools. He urges the necessity of careful sanitary arrangements in schools, of the study of physiology, of calisthenics, and the physical education of girls especially. He not only calls for reform, but gives useful hints as to how to reform, and proposes the appointment of a committee on physical education and hygiene.

Mr. Wm. C. Dreher, a graduate of Roanoke College in 1878, has spent two years at Yale, studying theology. He has also taught four years since completing his college course, and has just returned from a two years' residence abroad. The greater part of this time was spent in Germany and France, his object being to perfect himself in the modern languages. To this end he attended the universities of Leipzig, Strasburg, and Berlin, and proposes teaching German and French. He would be a valuable addition to any school.

NEW YORK CITY CORRESPONDENCE.

The reception to be given to State Supt. Draper by the teachers of this city, will probably take place on the 19th, owing to Supt. Draper's previous engagements before that date. Full information concerning this reception will be given in a future number of the JOURNAL.

At a business meeting of the Primary Teachers' Association held Tuesday afternoon, an invitation from the Industrial Education Association, similar to the one extended to the Teachers' Mutual Improvement Association, was read and accepted. Henceforth No. 9 University Place will be the meeting place of this association of teachers also. A committee was also appointed to unite with the T. M. I. Association, in making arrangements for the reception to Supt. Draper.

The first lecture in the course of the Industrial Education Association was given Tuesday afternoon by Dr. Hunter, and will appear in full in the JOURNAL next week. There was a very large attendance, which speaks well for the future. Dr. Butler announced that the free circulating library for teachers will soon be ready. It will contain nearly every kind of educational work, and some others that teachers are supposed to want to read. The museum will also be opened soon, where, in addition to the industrial exhibits, will be a number of periodicals, some French and German, containing educational articles.

The new building built for the College of Physicians and Surgeons, with the half million dollars given by the late Wm. H. Vanderbilt, was opened Sept. 29. The building fronts on Fifty-ninth Street, just west of Ninth Avenue, facing the Roosevelt hospital. It is one of the most substantial and completely equipped buildings of the kind in the world. The inaugural exercises consisted of the reading by J. C. Dalton, M.D., president of the college, of a historical sketch of the college, and the delivery of an inaugural address by W. H. Draper, M.D., together with the presentation of portrait busts to the college by the same speaker. The alumni had a dinner at Delmonico's in the evening.

Miss Mary P. Hankey, who was graduated from Columbia College last June, has decided to engage in teaching in New York, having joined the staff of Mrs. Sylvanus Reed's school. Miss Hankey was the first young woman to receive a diploma from Columbia.

INDUSTRIAL TRAINING IN PREPARING FOR COLLEGE.

Prof. Von Taube, principal of the Gramercy Park School and Tool-house, has demonstrated some important points in subjective education. From the stress laid on industrial training as a preparation for bread-winning in some departments of hand labor, it is often inferred that such training is not a necessary factor in the education of a young man, or woman, who expects to go through college and fit himself for a profession. It is well enough, they admit, for poor children who expect to leave school early and go to work, but the student can spend his time to better advantage by studying books. A lady expressed this sentiment the other day by saying lightly, "They (advocates of manual training) think that our pupils will understand Latin and Greek better by learning to cook and handle a saw." This truth, spoken in jest, is one that Prof. Von Taube has been demonstrating for several years.

The child enters his school at the age of six or seven, and is

twelve years completes a course which admits him to the sophomore year in college, as has been actually demonstrated by recent graduates. In the public schools, it takes years to fit a pupil for college, with the chance that when he is fitted he will not have left sufficient brain power or vital energy to take him through college; and yet the public school course is said to be so crowded that something must be taken out in order to make room for industrial training. Why is it that in the Gramercy Park School the child can master more subjects in a shorter time, and come out a stronger being physically and mentally than in the public schools? Simply because he is not there dwarfed by being crammed with knowledge, but is allowed to grow freely and vigorously by exercising his latent faculties upon the proper kind of work.

Instead of being obliged to throw out anything, Prof. Von Taube is able, by his methods, to crowd in more than can possibly be accomplished by teaching abstractly. "In every boy," he says, "there is a hidden spring which, when once touched, will set his perceptive,ceptive, and inventive faculties going at a marvellous rate. I have never yet found a dunce. I am waiting for the advent of one."

Though a trade school in the sense that many of the trades are there in actual operation, the end sought in the Gramercy Park School is not the teaching of trades. The boy who finishes the course will be able to enter upon any of them without apprenticeship, but he will also be able to enter a higher course in college. A student who graduated last term has entered the second year of the Columbia School of Mines, and another entered the Massachusetts Institute of Technology. A graduate of the Gramercy Park School understands chemistry and natural philosophy sufficiently to construct the apparatus by which to demonstrate the laws and principles thereof. And his knowledge of these truths he has gained from actual experiments, instead of merely the pages of a text-book. Text-books are used, but only for reference and as a guide.

At the regular meeting of the board of education Wednesday afternoon, a decision was reached in regard to manual training. President Simmons offered a resolution proposing to give the committee power to modify the present course of study, and introduce manual training in six male and six female grammar schools with their primaries when application for such introduction is received from the trustees.

This was a compromise which the committee were willing to accept for the present, as they would rather try the experiment fairly, than to put their plan in operation in the face of opposition that would give it a poor chance of success. Moreover they believe that within two years, at the latest, the experiment will have demonstrated all they claim for industrial training, and the board will be willing to put it in all the schools.

When the resolution came to be voted upon there were only two who opposed it, Commissioners Schmitt and Vermilye. Commissioner Schmitt is not yet able to understand what is the real practical thing to be gained by industrial training. If it is not intended to teach trades then what is it intended for? To train the mind he is told, but that is claimed for every study now in the course. What can manual training do more than these? Commissioner Schmitt evidently does not read the JOURNAL.

47 Bible House.

E. L. BENEDICT.

NOTES FROM OUR WESTERN OFFICE.

W. W. KNOWLES, Manager.

Orville Brewer, manager teachers' co-operative association of Chicago, is arranging to visit the East soon with a view of enlarging the facilities for the management of his rapidly increasing business.

Whiteside county is as completely organized for carrying forward the institute work for the year, and that of the reading circle, as any county in Illinois. It ranks high in the grade of its schools and in the salaries paid to teachers; yet four teachers, from the best teaching material in that county, recently entered one of the Chicago medical schools. Still others from this same county, and from the same class of teachers, have turned their faces toward the law. While these things indicate growth and a laudable ambition on the part of those branching out, do they not also indicate that the profession of teaching is not offering the inducements for service which it should? Let every teacher and school officer see to it, from a sense of true patriotism, that the responsibility of weakening the service which the common school should render our common country shall not rest upon him. Let us duly magnify our calling so that public sentiment shall demand that a larger per cent. of those who prove to be good teachers shall remain in the work by gladly making the pay for such service somewhat in keeping with the nature and degree of the skill and labor required. No one is better prepared to speak on this or any other educational topic than Dr. Stearns of the Wisconsin State University. In a recent and excellent lecture, entitled, "Our Teachers," he quotes from latest reports to show that the average age of the teachers in Wisconsin is nineteen years; that masculine strength is rapidly dropping out of the profession; and that nine-tenths of those now teaching in that state are authorized only by a third-grade certificate—the grade that was intended by the law creating it simply to meet emergencies. It well to think on these things. Let no one suppose that Wisconsin is an exception, for I have reason to believe that as a state it will compare favorably with most other states in the Union; and I am very glad to testify to the earnest and intelligent organized effort on the part of the leading educational men and women of the state to hasten a brighter morn, which, to the observing mind is already dawning. With Dr. Stearns on the platform; with five good normal schools and an efficient corps of institute conductors, all working earnestly together and under the guiding hand of an able superintendent, Wisconsin is doing much to class teaching as a profession which requires preparation—one that is honorable and deserving professional pay. In closing these observations I can't do better, perhaps, than to quote a few facts with reference to Green county Institute, Wisconsin. Supt. Sherren is doing good, earnest work, and his county furnishes a very fair average. But here are the facts, let them speak for themselves:

There were enrolled during the session.....	115
Gents.....	16
Ladies.....	90
Length of Institute 4 weeks or 5 days each.....	20
Average daily attendance.....	80%
Number having held 1st grade certificates.....	3
Number having held 2d grade certificates.....	6
Number having held 3d grade certificates.....	97
Average age of members.....	19½

LETTERS.

DIVIDING WORDS INTO SYLLABLES.—Should pupils be required to divide the word into its syllables? If so, why?

In oral spelling,—which, by the way, should be used only as an aid in spelling,—it is well to divide the word into syllables by simply making a slight pause between them. The advantage of this exercise is correct pronunciation. It calls the attention of the child to every syllable, and when speaking or reading the words that have been separated in this manner, he is not so likely to run over syllables. If a pupil is habitually careless in this respect, I would have him not only separate words into syllables, but pronounce them, and the part of word formed as each syllable is added.

BUSY WORK.—I have a school of seventy pupils. My greatest difficulty is in keeping the little ones busy. Suggestions in this line would be very thankfully received.

ONTARIO.

Look over back numbers of INSTITUTE. Nearly every one contains an article on Busy Work. Notice the articles by "C. C.," on Seeds, Stick Laying, and Slat Weaving, recently published. Various drawing exercises may be given the little ones, as, illustrating a problem, or a short sentence, drawing from a simple object; from a copy. Other occupations not demanding the attention of the teacher are, number exercises, moulding in sand, putting together dissected maps, copying sentences or words placed on the board at the time of the reading class. Any one of these will keep the little ones employed during all the spare time they may have during one day.

Will you outline a course of study for a primary school?

A. D. S.

This is not an easy thing to do. Cast iron rules are bad enough for older pupils, but death to the babies. There should be the greatest freedom possible given to teachers in the primary classes. The work of Froebel should be studied and his spirit imbibed and Pestalozzian methods carefully followed. Children should be trained to—

- (a) observe carefully and accurately;
- (b) express their thoughts correctly and easily;
- (c) exercise all their senses;
- (d) get a keen sense of right and wrong, and an earnest love for the right;
- (e) acquire a love for investigation and study;
- (f) read, write, and calculate;
- (g) have a clear idea of the world, or at least a part of it; and
- (h) love what is beautiful, true, and good, and hate what is ugly, false, and bad.

This outline includes only a part of what a primary school should do. How great is this work! Who is equal to the task of teaching the young children? No one! Strive for higher and better things! No teacher should be better qualified or be better paid than one who is fitted to teach a primary school.

HONOR ROLL AND "PERFECT" REPORT.—What do you think of the honor roll, or "perfect" being answered for the day's deportment in town or country schools?

A TEACHER.

Both of them are morally wrong. The honor roll exalts one pupil above another, tending oftentimes to make the good scholar conceited, and the poor one confirmedly poor. How much better it would be to have all meet on a common level; and, according to their different capacities, do the best they can. There will always be a distinction between the good and the poor scholars, but don't submit pupils to the humiliation of having it published. The "Perfect" report is perhaps the worst device ever invented for encouraging falsehood. White lies, black lies, and lies of every shade are told in a school where this custom is practiced. If it were not for the demoralizing effect, I would say, just try it and see if you doubt it.

DISMISSING THE CHART CLASS.—Has the teacher a right to dismiss the chart class at three o'clock?

The school hours are from nine to twelve, and from one to four. This time cannot be changed for any class of scholars without permission from the trustees or board of education.

DISINFECTING THE SCHOOL-ROOM.—Is it not desirable to disinfect the school-rooms of our cities occasionally? If so, what would you recommend as a disinfectant?

P. S. D.

We have been told that some of the Paris school-rooms are disinfected by burning sulphur in them on Friday afternoon, the doors and windows being tightly closed. Of course all maps and articles that would suffer from the gas must be removed; sulphurous acid bleaches most colors,

Drs. Guttman and Merke, of Berlin, have made an investigation as to the relative value of various methods of disinfecting inhabited rooms. The solutions experimented with were a five per cent. solution of carbolic acid and solutions of bichloride of mercury of various strengths. Their conclusion is that a solution of bichloride of mercury, 1 to 1,000, used as a wash and a spray, is the most certain, the cheapest, and in all respects the best for disinfecting inhabited rooms.

Please state fully your objections to the methods of grading by per cents, and suggest a substitute.

Per cents smack too much of the shop. Pupils' capacities cannot be measured by the yard, or estimated by the pound. We might as well attempt to value piety by dollars and cents as knowledge. It cannot be done. Still farther, it creates much strife as to who shall be the greatest, wisest. Train a boy to think that the chief end of life is to get ahead of his schoolmates, and it will be his chief end when he graduates into the broad field of business life. More sharp rascals have been made by percentage markings than will ever be known until the day of judgment.

"What can be substituted?" What would you substitute in the place of a god in the family in order to get work out of boys and girls? Does God give people into heaven by per cent. standings? Does he mark and grade school incentives?

LOVE, first, and last. Not sentiment, but LOVE.

Love of the teacher.

Love of the school.

Love of the studies.

This leads to joy.

Joy of approbation.

Joy of conscious success.

Joy of discovery.

Joy of conquest and victory!

This leads to all that is good, noble, pure, true, great, and eternal, both here and hereafter! What can be better, nobler, higher, more godlike? In view of such incentives and results, per cent. markings sink to the lowest point in the scale of motives. We advise "S." to make a study of the science of motives. It will do her good.

A.

TEACHING FOREIGNERS ENGLISH.—I have several little Italian pupils in my school. Can you give me any suggestions for teaching them?

JIP.

Teach them by means of pictures and objects. It will be just as well for them, and even better, if you do not understand a word of Italian. They will learn to speak English as a little child learns to speak his mother tongue, first speaking the names of objects. Present attractive objects and teach the names. Then follow with qualities; for example, suppose the lesson is on an apple; have them feel of the apple; if it is hard, teach them to say: "The apple is hard." Let them feel of other things that are hard. Impress the word hard. Write every complete sentence they are taught on the board. Then teach them in regard to the color and shape of the apple, by showing other objects of same color and shape. Have them repeat distinctly the sentences, "The apple is red," "The apple is round." Teach names of parts of apple, as peel, core, stem, seeds.

Also direct them to do certain things, as, "Go to the door," "Get your hat," "Take up your book," "Strike the bell," etc.; also place objects whose names they have learned, and have them tell their position. In exercises of this kind it will be an aid to have them recite with scholars who understand English. The more action and objects associated with these lessons, the more firmly will the words of the new language be impressed.

MORE ABOUT LEFT-HANDED PUPILS.—I quite agree with Mr. Wicks, whose pointed remarks on left handed pupils appeared in your last issue. It seems to me the shallowest possible bit of folly for teachers to be forever condemning left-handed pupils to perpetual ignorance. An authority no less important than Dr. Charles K. Mills, of the University of Pennsylvania, says on this subject: "Children are usually taught to use the right hand in preference to the left. The wisdom of this instruction is doubtful. Every child should learn to use both hands. The bones of the right side of the body become larger than those of the left, because the limbs of the former are used so much more than those of the latter."

WILL S. MONROE.

TECHNICAL GRAMMAR.—What do you and others mean by the "technical grammar," which you condemn so often and so severely? If you will make a clear distinction between that and the language lessons so highly commended, you will benefit many teachers. In the answer, do you make a distinction between advanced classes and an advanced course? When advanced pupils say, "The book lies on the table; I see him; I come to school on Monday and have been two days; I have got a book; who did you see?"—or when they write, "You speak fast; I was there and there was no boy,"—how do you teach in leading them to understand and correct these and similar errors? It is easy to give them examples of good English, but merely "giving and repeating" belongs to the past. How do you enable them to know that they use good English? How do you lead them to know a sentence, a phrase, etc.? I wish to know how little or how much you use technical grammar.

BOOK DEPARTMENT.

NEW BOOKS.

McGUFFEY'S ALTERNATE READERS. First Reader, 80 pp.; Second Reader, 144 pp.; Third Reader, 176 pp.; Fourth Reader, 224 pp. Van Antwerp, Bragg & Co. Cincinnati and New York.

The school books of to-day are a great advance upon the school books that once were furnished to the children. Nor is the advance wholly in type, illustration, and binding, as some insist. The triumphs of the new education are plainly visible in the planning of our text-books. A gentleman who had been a member of the New York Board of Education many years ago, was led, upon examining some recent text-books, to exclaim, "Why, what has caused this change? These books are gems." The true answer is the spread of a knowledge of the principles of education.

The books before us are from the press of a publishing house that has given many evidences of its determination to meet the educational wants of the times, be they what they may. We had occasion on the revision of the McGuffey Readers to express our satisfaction with their unstinted liberality, the illustrations being something entirely beyond the mark previously reached by any publisher at that time. These books are very handsomely printed and charmingly illustrated; the work of well-known artists is scattered throughout the series.

But the printing and binding might be ever so good and the books a failure for all that; the essentials consist in the adaptation of the books to the wants of the children who are to use them. Let us see then, if these books are fitted to educate. If not the expensive paper and art work will be comparatively useless.

Learning to read is but a part of the result aimed at in furnishing a reader to a child; that is, in America. In England they send children to school to read, write, and spell. In this country it is demanded that they be educated as the foremost thing. [An examination of the first four books shows that.]

(1) The object of the author was to awaken thought, and (2) to provide a vehicle of thought. The lessons are all well designed to awaken thought in the child; some of them are most admirable. The illustrations are clear and well planned; they enable the teacher to set the train of thought in motion. Then the text is expressive of these thoughts. In general, there is a good correspondence between the language of the book and a child's thoughts. The selection of reading matter is fresh and interesting. The book is supposed to be owned by one who has already a reader, so that he has double the amount of reading usually furnished. This is an excellent idea. The selections have been made from popular authors in most cases, and are fitted to the place they occupy.

There are many valuable suggestions to the teacher, in elocution, orthoepy, orthography, and penmanship and composition; so that the series must be ranked as a real addition to the educational apparatus of the day, and as conceived in a true educational spirit. We have had occasion often to say that publishers of text-books have contributed in a most marked and liberal way to the advancement of education. They may be considered to do this wholly in a selfish way; but we prefer to feel that they are willing not only to make money, but to do good also.

This series bears the marks of a liberal and wise expenditure; it will certainly gladden the eyes of the young people, and certainly be used by a vast constituency. The more we have of such text-books the better.

EARLY EDUCATION. The Principles and Practice of Early and Infant School Education. By James Currie, A.M. Introduction by Supt. Clarence E. Meloney, A.M. New York and Chicago: E. L. Kellogg & Co. 18mo, 300 pp. \$1.25.

Mr. Currie has long been esteemed by educators as the author of "Principles and Practice of Common School Education," a most valuable work. As that volume has become known, and as primary education has risen in appreciation, a demand has arisen for the author's first volume. This is a republication of it in a very neat and compact form. Supt. Meloney of Paterson, N. J., has written an interesting introduction, pointing out the excellent features of the book.

This work discusses the physical laws governing the child; the law of happiness, the social needs, the intellectual training, the moral training, the subjects of instruction, school management, and school structures.

Very few think the happiness of a child is to be made a subject of thought by the teacher; it is supposed that the business of the teacher is to hear lessons, that of the child to get them. Supt. Elliot, of Boston, started a primary teacher of Boston when he asked her, "Are these children happy?"

To know how to teach, a good deal more is needed than a knowledge of the branches to be taught. Mr. Currie declares there is a necessity of a knowledge of the principles of education:

1. How to exercise the senses.
2. The conative faculty in education.
3. To guide the attention.
4. The principles of association.
5. Order of succession in time and space.
6. Sense of analogy.
7. Sense of ratio.
8. Sense of causality.
9. The faculty of imagination.
10. Moral education.
11. Training the will.

These are few of the subjects that are discussed in a very able manner.

Of course there are teachers who will not care to know anything about one of these; of course there are examiners who could not tell whether a teacher was governed by psychological principles or not. But there is a feeling that is spreading wider and wider, that teaching is, after all, a most noble, and worthy occupation. It is, according to the lamented Beecher, the "new profession" that is to be recognized.

Books like this cannot but hasten the day for a better valuation of childhood and its opportunities. It is a volume that every primary teacher should study, for we have few books that are prepared specially for them. The possession of this book will prove a great boon to thousands of earnest teachers of little children. It will throw light on dark places; it will encourage to higher stages of excellence.

We are especially pleased with the excellent typographical appearance of this volume; the printers and binders have all done their work in the highest style of the art.

THE STORY WITHOUT AN END, and THE PALACE OF VANITY. Chicago and Boston; The Interstate Publishing Company. 47 pp.

This little stiff paper-covered volume of forty-seven pages, contains two stories—the first one is translated from the German of I. W. Carove, by J. C. Pickard. The second one is translated from the French of Mons. De Girardin, by Lucy Wheelock. The book is one of the Lakeside Supplementary Reading Series. The German story is, as are most of the stories in that language, a fairy story. It is full of the fanciful impossibilities so common to fairy stories, in which a little child and a dragon-fly figure largely in company with bees, butterflies, and flowers. As its title indicates, it has no end.

The French story appears more real, and deals with more every-day subjects, but is almost as fanciful and fairy-like as the first. The lessons, however, that these stories teach are both excellent, and can be understood by children.

THE MINOR POEMS OF JOHN MILTON. Edited, with Notes, by William J. Rolfe, A.M., Litt.D. New York: Harper & Bros., Publishers, Franklin Square. 229 pp. Cloth, 56 cents.

This volume includes all the minor poems of Milton in English except his "translations" of the Psalms of David, and of Horace, Od. 1. 5. A large portion of the matter in the Notes was prepared by the author more than twenty years ago, and in reviewing the material, free use has been made of Keightley's, Browne's, and Mason's excellent editions, which are indispensable to the critical student.

The first thirty-six pages of the book are devoted to an Introduction to the Minor Poems, which contains three chapters: I. The Life and Works of Milton, —II. Extracts from Channing's Essay on Milton, —III. Wordsworth's Sonnet on Milton. Some of the most beautiful things Milton ever wrote are found in his minor poems. The preparation of this edition by Dr. Rolfe, comes to us as the result of a great deal of careful study. Thirty-one poems of various lengths are given; some are long, as, for instance, "Comus," "Il Penseroso," and "On the Morning of Christ's Nativity." The make-up of the volume is attractive and of the best kind. It is bound in light brown, with gilt lettering and red edges.

CASSELL'S NATIONAL LIBRARY.

UNDINE, and THE TWO CAPTAINS. By La Motte Fouque. SERMONS ON EVIL SPEAKING. By Isaac Barrow, D.D. CONFESSIONS OF AN ENQUIRING SPIRIT. By Samuel Taylor Coleridge.

CAESAR. By William Shakespeare.

PLUTARCH'S LIVES OF CATO THE YOUNGER, AGIS, CLEOMENES, AND THE GRACCHI. Translated by J. and W. Layhorne. Cassell & Co., 739 and 741 Broadway, New York. 192 pp. in each volume. 10 cents each.

It was in that year of the battle of Leipsic that La Motte published this, the most charming of his tales, "Undine." The story is based upon one of the old German romantic poems produced in the middle of the fourteenth century, and is well known to most readers. These "Sermons on Evil Speaking," were first published in 1678. The volume contained ten sermons, of which the publisher said that "the two last, against pragmatism and meddling in the affairs of others, do not so properly belong to the subject."

In connection with the "Confessions of an Inquiring Spirit," which were not published until 1840, after this author's death, are found "Miscellaneous Essays," from "The Friend." This friend was Sir Alexander Ball, whose worth Coleridge celebrates in the essays, which bear the title, "A Sailor's Fortune." Included in the volume of "Julius Caesar" are illustrative passages from North's Translation of Plutarch, including extracts from the life of Julius Caesar, and also Marcus Brutus. The group of "Lives," "Cato the Younger," "Agis," "Cleomenes," and "The Gracchi," are translated by J. and W. Langhorne, have for their theme, patriotism active in devotion to the common good. Four of these five biographies, those of the Greeks, Agis and Cleomenes, and of the Romans, Tiberius Gracchus and his brother Caius, are given by Plutarch as pairs, and in this volume they are preceded by the life of Cato, which in Plutarch stands without a parallel.

PATRICK HENRY. By Moses Coit Tyler. Boston and New York: Houghton, Mifflin & Co. The Knickerbocker Press, Cambridge. 398 pp. \$1.25.

In preparing this volume as one of the "American Statesman Series," the author has embodied the chief results drawn from a study of all the available material, in manuscript and print, relating to Patrick Henry. Much of the matter found in this volume appears for the first time in any formal presentation of his life. There are twenty-two chapters,—a list of printed documents, with titles, places, and dates of the editions used, in preparing the material which compose them, and a full Index of nearly fourteen pages. In a most interesting way, the author has commenced with the early years of the great statesman, tracing his course on, until he became a lawyer. Chapter V. shows his first triumphs at the capital. His appearance in the first Continental Congress, and his active part taken, so full of enthusiasm, is portrayed in the eighth chapter, and it was in this period of the history of our country that Patrick Henry approached the most brilliant passage in his life. Other chapters of great importance are "Independence," "First Governor of the State of Virginia," "Governor a Second Time," "Third Year in the Governorship," "Battle Over the New Constitution," "The After-Fight for Amendments," "Last Labors at the Bar," "In Retirement," "Last Days." Although there is such a great interest attached to the name of Patrick Henry, there has, before this volume, been only one memoir published, founded on original investigation. The book is well bound and finished.

ENGLISH MASTERPIECE COURSE. By Alfred H. Welsh. Chicago: John C. Buckbee & Co. 205 pp. 90c.

It is the opinion of many persons interested on the organization of societies for the study of literature, that this book is the best guide and appliance that has yet been produced. It provides for a thorough and comprehensive study of all representative English writers from Chaucer to Emerson, including the forming influences of the periods in which each lived and wrote, his characteristics as a writer and as an individual, and one or more of his acknowledged masterpieces. The method of the book commends itself by important advantages. It teaches the best use of reading, makes the student familiar with the processes of investigation, helps make his task more self-developing, and perfects his power of expression; by a written systematic

expression of his views. The book is divided into periods of which there are seven: Initiative Period; First Creative Period; First Transition Period; Critical Period; Second Transition Period; Second Creative Period; Diffusive Period. Each period is prefaced by references designed to show the connection between the literature and the temper of the times, and to show especially the writers' inspirations, in respect to events, opinions, and passions. The subjects of investigation comprehend the essay, the drama, the novel, criticism, history, poetry, oratory, science, and theology. This book will be found to be specially valuable as it requires the student to do his own thinking, which is a golden rule for study. An Appendix of five pages is also added to the work.

THE EARTH IN SPACE. A Manual of Astronomical Geography. By Edward P. Jackson, A. M. Boston: D. C. Heath & Co. 75 pp. 35c.

It would be a difficult matter to find a book of seventy-three pages, that contains more solid instruction, than this little volume. It is designed for grammar schools, and for high schools and normal schools, where astronomy is not prescribed, but where a short time each day can be given to this most practical department of astronomy. There are nine chapters in this little manual, which are again divided. The topics are those which rouse to interest any student of this most fascinating subject, as for instance: "How we know the earth is flattened at the poles," "How we know the magnitudes of the earth and the other heavenly bodies;" "How we know that this earth rotates;" "How we know the earth revolves around the sun." The illustrations given will be found to furnish a good deal of instruction themselves, as well as illustrate the topic presented. The book is neatly finished, has good paper, and clear type.

ST. PAUL'S PROBLEM AND ITS SOLUTION. By Payne Huntington. New York: Thomas Y. Crowell & Co., No. 13 Astor Pl. 218 pp. \$1.25.

St. Paul's church, of which Dr. Roberts was the pastor, is made the subject of a most excellent story by the author. It will be enjoyed by all workers in the Society of Christian Endeavor, as it contains a great amount of useful information for them, and all through the book brings in new and practical plans of work, which, in the case of St. Paul's church, were productive of great good. The plans formed and carried out, by the author in the story, are such as any church can adopt through the Society of Christian Endeavor, which seems, at the present day, to be ordained to meet a growing need in the churches. The book is written in an easy, attractive style, and any one commencing to read it, will not be willing to lay it aside until it is finished.

GEBIR AND COUNT JULIAN. By Walter Savage Landor. THE CHRISTIAN YEAR. By The Rev. John Keble.

THE ANGEL IN THE HOUSE. By Coventry Patmore.

THE TEMPEST. By William Shakespeare. With Jacob Ayres and "The Fair Sided" etc. Cassell & Co. Limited, 739 and 741 Broadway, New York. Each volume 192 pp. 10 cents each.

"Gebir" was published first as a sixpenny pamphlet, in 1798. In the best sense of the phrase, it was written in classical English, with the strict endeavor to form terse English lines of apt words.

"The Christian Year," is a book of poems breathing faith and worship at all points, and is adapted to the Episcopalian form of church worship.

"The Angel in the House," consists of a poem divided into two parts, each part composed of twelve cantos, and is dedicated to the sacred love of home.

"The Tempest," is altogether too well-known to need any comment.

A BLOD IN THE SCUTCHEON, and Other Dramas. By Robert Browning. Edited with Notes. By William J. Rolfe, A. M., and Heloise E. Hersey. New York: Harper & Brothers, Publishers, Franklin Square. 146 pp. Cloth, 56 cents.

Upon examination, this book will be found to have been prepared in the same thorough manner as the volume on the "Select Poems of Robert Browning," and other similar and uniform books by Dr. Rolfe. Out of the eight dramas which the poet wrote between 1837 and 1845, the three most characteristic ones have been selected and compiled. In this volume is included also, a synopsis of critical opinions of Mr. Browning's works, while the same care and thought, given by Mr. Rolfe to his edition of "Shakespeare," is seen in this book. On the first page will be found a portrait of Browning. The introduction is long, and contains much that it would have been very unwise to have omitted. In this Introduction we find, I., "Critical Comments on Browning as a Dramatist," by James Russell Lowell, and others; III., "Critical Comments on 'A Blod in the Scutcheon,'" from Symon's "Introduction to the Study of Browning;" IV., "Critical Comments on 'Colombe's Birthday,'" from the same author; V., "Critical Comments on 'A Soul's Tragedy.'" Following the Introduction come the three dramas: "A Blod in the Scutcheon," of three acts; "Colombe's Birthday," of five acts, and "A Soul's Tragedy," of two acts. For a small volume this contains a great deal; not only Browning's dramas, with the author's most recent corrections, but notes and comments which explain and criticize in the ablest manner. The notes are very full, covering twenty-five pages. The book is daintily bound with flexible covers and red edges.

ADVANCED GRAMMAR AND ELEMENTS OF RHETORIC. By Calvin Patterson. B. S. Sheldon & Co. New York and Chicago. 398 pp.

As will be observed from its title, this is an advanced text-book and is intended to be an exhaustive treatise upon the essentials of English grammar. It is divided into parts,—Part Four being devoted to Rhetoric. Although it is an advanced grammar, Part I. has been so constructed that it may be safely taken up by pupils of suitable age, with little or no previous knowledge of technical grammar. The treatment of the Parts of Speech in Part II. will, the author believes, meet the needs of the most advanced classes in our schools. The etymology and syntax of the parts of speech are taken up in connection with each other, and exercises in false syntax are introduced, much to the distaste of many thinking grammar teachers.

In Part III. classes of sentences are discussed, analysis of sentences is given in detail, with the classes of complex sentences. The standard rules for punctuation and capitals have been presented in a body, which will be found more convenient than when scattered through the book.

Letter-writing is also introduced, and a Glossary of twelve pages given. The book is tastefully bound in brown, with black lettering and red edges.

AMERICAN AUTHORS AND THEIR BIRTHDAYS. By Alfred S. Roe. Boston: Houghton, Mifflin & Co. 15 cents.

This is the promised "extra number" of the Riverside Literature Series, and consists of programs and suggestions for the celebration in schools of the birthdays of American authors.

The first part is devoted to Longfellow, Whittier, Holmes, Lowell, Hawthorne, Emerson, Bryant, Thoreau, Taylor, Irving, and Cooper.

Each of these is represented by a chronological list of events in his life, an account of the sources from which materials may be obtained for a biographical sketch, and suggestions for several programs to be used as school exercises.

Part Second gives an interesting record of four years' work in the Worcester, Mass., High School, accorded to the study of American authors.

It is no disparagement of the whole admirable series to declare this "extra" more valuable than any of its predecessors. For, it is a key to them all; it contains very much in little; it is, in a nutshell, the product of years of intelligent study and teaching experience. Nothing better of its sort, or more permanently useful, has been published.

The excellent custom of celebrating the birthdays of eminent men is every year gaining upon the schools of the country, and the helpfulness of this book in that direction cannot be over-stated.

LITERARY NOTES.

The J. B. Lippincott Company will publish soon Prof. Robert Ridgway's "Manual of North American Birds," a quarto volume of 644 pages text, with 124 full-page plates, and an excellent portrait of the eminent naturalist, Prof. J. Spencer Baird. The work conforms to the geographical limits, classification, numeration, and nomenclature adopted by the American Ornithological Union.

Henry M. Stanley's fame as an intrepid and energetic African traveler and explorer is being again put to the test; and this fact lends interest to the publication by the Scribners of a new edition of his stirring narrative, "How I Found Livingstone."

The Century will publish a series of illustrated papers on "Siberia and the Exile System," by George Kennan, who has just returned from a journey of 15,000 miles through European and Asiatic Russia.

A volume of poems and ballads,—"Songs of History,"—upon important episodes in American history, has been issued by the New England Publishing Company, Boston.

Ginn & Co. have published the first three books of Homer's Iliad, based on the edition of Aeneas Hensta. It was edited by Prof. Seymour, of Yale College.

"Three Good Giants," from the French of Ibelais, by John Dimitry; "Love and Theology," a novel, by Celia Parker Woolley; and "Chosen: The Land of the Morning Calm," by Percival Lowell, have just been published by Ticknor & Co.

The eighty-fifth thousand of "Our Country: Its Possible Future, and Its Present Crisis," by Rev. Josiah Strong, D.D., is now ready. It can be obtained at the Baker & Taylor Company.

The recent publications of T. Y. Crowell & Co. comprise some very handsome volumes, including some elegant editions of the poets.

The special Christmas number of Scribner's Magazine is already printing, to provide for the unusually large edition both in England and America.

The literary reviews in Lippincott's Magazine have excited so much favorable comment that it has been decided to increase the scope and usefulness of this department. Every book received will at least be mentioned, with some critical comment, while the more important or more interesting books will receive extended notice.

BOOKS RECEIVED.

Esther. A Book for Girls. By Rosa Nouchette Carey. Philadelphia: Lippincott Co. \$1.25.

Beginner's Anatomy, Physiology, and Hygiene, including instruction on the effects of Stimulants and Narcotics on the Growing Body. By John C. Cutter, M.D. Philadelphia: Lippincott Co. 30 cents.

Intermediate Anatomy, Physiology, and Hygiene, including instruction upon the effects of Narcotics and Stimulants upon the Human Body. A revision of Calvin Cutter's First Book on Anatomy, etc. By John C. Cutter, M.D. Philadelphia: Lippincott Co. 50 cents.

Romantic Love and Personal Beauty. Their development, causal relations, historic and national peculiarities. By Henry T. Finck. New York and London: Macmillan & Co. \$2.00.

What To Do. Thoughts Evoked by the Census of Moscow. By Count Lyof N. Tolstoi. Translated from the Russian by Isabel F. Hapgood. Boston: T. Y. Crowell & Co.

Madelon Lemoine. A novel. By Mrs. Leith Adams Philadelphia: J. B. Lippincott Co. 25 cents.

The Gates Between. By Elizabeth Stuart Phelps. Boston: Houghton, Mifflin & Co. \$1.25.

Patrick Henry. By Moses Coit Tyler. Boston: Houghton, Mifflin & Co. American Statesmen Series. \$1.25.

Animal Life in the Sea and on the Land. A zoology for young people. By Sarah Cooper. New York: Harper & Brothers.

A Blot on the 'Scutcheon and Other Dramas. By Robert Brow-

ning. Edited, with notes, by William J. Rolfe, A.M., and Beloise E. Hersey. New York: Harper & Brothers.

The Minor Poems of John Milton. Edited, with notes, by William J. Rolfe, A.M. New York: Harper & Brothers.

Ready About; or, Sailing the Boat. By Oliver Optic. Boston: Lee & Shepard. \$1.25.

Common School English. By James G. Kennedy and Fred H. Hackett. San Francisco: Samuel Carson & Co.

The Diary of Samuel Pepys—1660. New York: Cassell & Co. 10 cents.

CATALOGUES AND PAMPHLETS RECEIVED.

Catalogue of the Grass Lake Union School, 1887-8. Charles O. Hoyt, Principal.

Nineteenth Annual Catalogue of the State Normal School, Whitewater, Wis., 1886-87. Albert Salisbury, A.M., President.

Descriptive Catalogue of Charles Scribner's Sons Standard Textbooks, N. Y.

History and Alumni Record of the State Normal School, Johnson, Vt., 1887. A. H. Campbell, A.M., Principal.

Catalogue of the University of Nashville, State Normal College, 1886-87. Benjamin B. Penfield, A.M., Acting President.

Announcement of Andover Union Free School, Andover, N. Y., 1887. A. C. Mitchell, Principal.

Catalogue of the Gregory Institute, Wilmington, N. C., 1886-87. George A. Woodard, Principal.

Prospectus of the Woman's Institute of Technical Design, New York City. Florence A. Denison, Principal.

Manual Training in Common Schools. Report of the Committee on Course of Study and School Books of the Board of Education of the City of New York. Charles L. Holt, Chairman.

Pennsylvania State Normal School, California, Pa., 1886-7. Theo. B. Noss, Ph.D., Principal.

Catalogue of General and Educational Books published by Longmans, Green & Co., N. Y.

Publications of Frederick A. Stokes, successor to White, Stokes & Allen, N. Y.

MAGAZINES.

The October Atlantic contains, among other things: "An Un-closeted Skeleton," by Lucretia P. Hale; and Edwin Lassetter Bynner; "One Hundred Days in Europe," VIII., by Oliver Wendell Holmes; "A Second Game Backward," by Susan Fenimore Cooper; "The Soul of the East," II., by Percival Lowell; "Anecdotes of Charles Rade," by E. H. House. A poem, "The Children's Harvest Festival," by Rev. Fred'k. Langbridge, opens the Quiver for October, and is honored with the frontispiece by a fine illustration. Dean Chadwick, of Armagh, writes of "The Growth of Character." Among the other articles are, "The Voice of Autumn in Christian Ears," "The Sages of all Ages," and a number of serial and short stories.

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Just Adopted by the Chautauqua Teachers' Reading Union.

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By JAMES CURRIE, A.M., Principal of the Church of Scotland Training College, Edinburgh, Scotland, author of "Common School Education," etc. 16mo., about 300 pp., cloth, gilt. Price, \$1.25; to teachers, \$1.00; by mail, 9 cents extra.

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"Pretty well," responded the youthful critic. "The beginning was very good, and so was the end; but—it had to much middle."

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